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ABSTRACT

THE TEACHING PLANS IN THIS MANUAL ARE DESIGNED TO HELP TEACHERS TO FAMILIARIZE THEIR STUDENTS WITH BASIC FEATURES OF THE ENGLISH LANGUAGE. EACH LESSON IS DIVIDED INTO FIVE SECTIONS: THE WARMUP, WHICH INCLUDES REVIEW OF PREVIOUSLY TAUGHT MATERIAL; THE ORAL PRESENTATION AND REPETITION; READING AND WRITING (GROUP AND/OR INDIVIDUAL INSTRUCTION); SUMMARY, WHEN ALL STUDENTS COME TOGETHER AGAIN FOR THE REVIEW OF NEW MATERIALS AFTER THEY HAVE WORKED INDIVIDUALLY; AND "PRONUNCIATION EMPHASIS," WHICH PRESENTS MODIFIED SYMBOLS OF THE INTERNATIONAL PHONETIC ALPHABET. RECOMMENDATIONS ON SUCH THINGS AS PARTICIPATION, ORAL WORK, AND GESTURES, ARE INCLUDED. THIS DOCUMENT IS FREE TO NEW YORK STATE SCHOOL PERSONNEL WHEN ORDERED THROUGH A SCHOOL ADMINISTRATOR FROM THE PUBLICATIONS DISTRIBUTION UNIT, STATE EDUCATION BUILDING, ALBANY, NEW YORK 12224. (NL)

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# BASIC LESSONS
# in
# BEGINNING
# ENGLISH
# FOR
# americanization
# teachers

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# BASIC LESSONS
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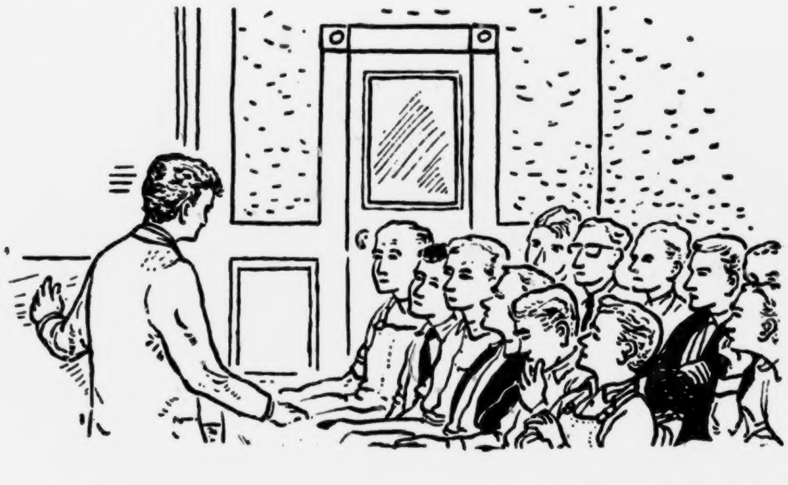
# BEGINNING ENGLISH
# for
# AMERICANIZATION TEACHERS

*A Series of 100 Lessons*



***Education Is An Involvement Of Minds***

THE UNIVERSITY OF THE STATE OF NEW YORK
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## FOREWORD

Teaching English to the foreign-born has traditionally been one of the major responsibilities of the public schools. The degree to which such instruction is successful may be of profound importance to the individual student. This publication is designed to provide teachers with detailed examples of some of the methods which have proven to be highly successful in teaching English as a second language. The lessons detail a variety of techniques which may be used in conjunction with any of several approaches in current use. The teacher may select those which are likely to be most successful with his students.

The Bureau of Continuing Education Curriculum Development expresses appreciation to the members of the planning committee for their work in the early planning stages of the project. Committee members are: David Alexander, Adult Education Teacher, Rochester Public Schools; James Jones, Adult Education Teacher, White Plains Public Schools; Margaret Kielty, Director of Adult Education, Fitchburg, Massachusetts; Mary McDonald, Assistant Director, Bureau of Community Education, New York City Public Schools; Jeanette Macero, Director, Americanization Center, Syracuse; David Thomas, Adult Education Teacher, Rochester Public Schools; and Josephine White, Adult Education Teacher, New York City Public Schools.

Special appreciation is expressed to Mary Finocchiaro, Professor of Education, Hunter College, for her dedicated effort in designing and writing the original manuscript. Appreciation is also extended to Jeanne Levie, Student Teacher Supervisor, New York University, who assisted in the preparation of materials for this publication. Gina L. Moore, Assistant Professor, State University of New York at Albany, made valuable contributions in reviewing and revising the material in the individual lessons.

Gratitude is also expressed to Boyd Campbell, Associate, Bureau of Special Continuing Education, for his assistance in reviewing and coordinating the field test of these materials. The final manuscript was edited and prepared for publication by William Jonas, Associate, Bureau of Continuing Education Curriculum Development.

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## A MESSAGE TO THE INSTRUCTOR

English is a second language for many of our native-born adults as well as those who were born in other countries. Developing the ability to communicate effectively in English is necessary for members of both groups if they are to function effectively in our society. This publication attempts to provide instructors with detailed examples of techniques, developed in the form of lesson plans, to facilitate learning experiences in the classroom. It is hoped that the exercises and activities recommended herein will encourage instructors to examine and improve their methods of instruction as well as providing them with detailed model lesson plans.

There are several approaches in the teaching of English as a second language which are widely used, each having its ardent advocates. Each has been used effectively by competent instructors. This handbook does not single out any one method or system. It does suggest procedures which combine successful elements of several nonconflicting methods of teaching English as a second language. The instructor is encouraged to use those approaches and teaching devices which are most suitable to the particular adult students being taught, the community setting in which they live, and the instructor's own personality.

The following five steps are recommended in teaching any language element in this publication:

1. Lead students toward *understanding* the material. (Students should not be asked to repeat or practice material whose meaning is not clear.)
2. Provide suitable models for students to repeat in *pronouncing* the material. (This should be done frequently.)
3. Encourage students to *practice* the material repeatedly.
4. Train students to *choose* the correct word, expression, or structure from a variety of contextual situations.
5. Help students to *use* the new material in any communication situation.

All the steps need not be developed in any one lesson. For example, only steps 1, 2, and some aspects of 3 might be used in one lesson at the beginning level. Step 4 might not be applied for one or more weeks after a language item has been introduced.

This handbook is part of a series of publications designed to improve instruction in Americanization classes. Other publications in this series include:

- *Bibliography for Teachers of Americanization*
- *Filmstrip Manual for Americanization Teachers* (for use with 25 Americanization filmstrips entitled "Our Language and Culture")
- *Our Language and Culture* (a series of 25 filmstrips)

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*Division of Continuing Education*

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# ORGANIZATION AND DESIGN OF THIS PUBLICATION

## Purpose

The teaching plans in this Manual are designed to help you familiarize your students with some of the basic features of the English language. Provision has been made for you to give students practice in:

- Many of the troublesome sounds of the language
- Some of the important structures which will be used to understand and say the everyday things which native speakers do
- Some of the vocabulary areas which newcomers to a country need in their school and community environments

The activities suggested within the lessons include those which will enable the students to learn to make statements, to ask and answer questions, and to respond freely and meaningfully in the social and cultural situations in which human beings communicate and interact.

Numerous other activities effective in developing and/or reinforcing the language skills of listening, speaking, reading, and writing may be found in the Americanization Manual. In that Manual you will also find specific suggestions for presenting dialogs, for using visual materials, and for developing reading and writing skills. In addition, recommendations are made for giving the students many other experiences which will help them grow toward linguistic competency at the same time that they are acquiring insight into some of the socio-cultural patterns of life in the United States.

## Format

Each lesson is usually divided into the following sections:

- **Warmup:** Here you will find activities which will enable you to review previously taught material. This material serves two principal purposes during each lesson--to reinforce a language item or several combined language items and lead into the development of the material to be introduced.
- **Oral Presentation and Repetition:** Some suggested situations are given to clarify the meaning of the structure to be developed. You should feel free, however, to use any other situation which may be more relevant to your students and which will help them associate the sounds you are making with the meaning of the structure. Moreover, where more than one item is being taught, it may be desirable to engage the students in repetition and substitution practice of one structure before proceeding to the next one.

  Before presenting the Dialog for Dramatization, you should teach any of the new vocabulary items which have been included, primarily to render the Dialog as close to normal everyday speech as possible. Not every language item in the Dialog need be made part of the students' active vocabulary when the Dialog is first presented. Many, you will notice, will be made active in subsequent lessons of the program.
- **Reading and Writing (group and/or individual instructions):** Suggestions are made in many of the lessons to have all students copy and say the more difficult sound combinations which have been selected for emphasis. Group I activities have been limited to simple copying and, in later stages, to the writing of pattern practice activities. Group II students are encouraged to go from tightly structured activities to "freer" ones. Again, only you, the teacher, know what each student is capable of doing. Whatever students are asked to read and write, should be done orally with you first.

- **Summary (entire class):** When students come together again after they have worked individually, there should be a complete review of the new material that has been presented. Also, whenever possible, the groups should be given an opportunity to dramatize the Dialog, to ask questions of their classmates, or to engage in a language activity which will help them to "show off" the skill which they have acquired or "shaped" during their group study period.

In addition, you will note a section entitled "Pronunciation Emphasis" in the lesson plans. The symbols used are modified symbols of the International Phonetic Alphabet (shown below). It is important to remember that you may—indeed you should—emphasize any troublesome sound long before it appears in the lesson if your students are likely to have difficulty with it and that the learning of intonation is a continuing process. As you teach any structure in a normal utterance, you will automatically teach its intonation. Good pronunciation, free of a foreign accent, is extremely difficult for students to acquire. While you should spend several minutes during each session on the systematic teaching of pronunciation, you should not expect or demand a near-native production of a sound before proceeding to the development of the rest of the lesson; that is, to the items of structure or vocabulary. As you develop these, the students will hear your model pronunciation. As you engage in repetition based on your model, they will have continuing opportunities to produce increasingly native English sounds and intonation patterns.

## The International Phonetic Alphabet

| IPA | English Word | IPA | English Word | IPA | English Word |
|---|---|---|---|---|---|
| | | | Vowels | | |
| (a) | lot | (i) | feet | (u) | room |
| (æ) | lap | (I) | fit | (U) | put |
| (e) | late | (ɔ) | saw | (ə) | up |
| (ɛ) | let | (o) | boat | | |
| | | | Diphthongs | | |
| (aI) | sigh | (ɔI) | joy | (əir) | learn |
| (aU) | now | (ɛir) | hair | | |
| | | | Consonants | | |
| (b) | butcher | (n) | no | (δ) | this |
| (d) | desk | (ŋ) | ring | (v) | village |
| (f) | flag | (p) | Peter | (w) | wind, what |
| (g) | govern | (r) | rob | (y) | you |
| (h) | hat | (s) | senator | (z) | rose |
| (k) | cat | (ʃ) | shop | (ʒ) | measure |
| (l) | let | (t) | teacher | (tʃ) | chin |
| (m) | make | (θ) | thick | (dʒ) | joke |

## Additional Recommendations

- Present everything orally before expecting the students to mimic, copy, or read. Your model should always precede students' responses when new material is presented.

- Vary the type of pupil participation you will require within each activity. Go from choral repetitions, to smaller group, to individual.

- Use gestures to ask for choral, group, or individual response.

- Leave all the material you have presented on the chalkboard so that the lesson summary (the final review) will be more systematically and efficiently reproduced.

- Use the native language of your students—if you know it—judiciously. Do not use it when the word or concept can be illustrated or dramatized. Use it—but only once—if an entire segment of the lesson will not be understood unless you give the native language equivalent.

- It is not expected that you will complete all the material in one lesson. Go as slowly—or as quickly—as your students' abilities and needs require. Every lesson should strike a balance between review and new material.

- Perhaps your most important job is to give the students the feeling that they will eventually be able to use English to say anything they would say in their own language.

# LESSON 1

*Aim:* To teach names and greetings

*Vocabulary Areas:* Names; greeting needed for various times of day

*Pronunciation Emphasis:* (I) as in Miss

*Materials Needed:* A list of class members; a large clock; pictures of morning, afternoon, and evening scenes; a picture of two people greeting each other; chalk to draw stick figures on the chalkboard; pictures of individual men, women, and children

*PROCEDURE*

**First Oral Presentation and Repetition** *(Parentheses indicate that other appropriate words may be substituted.)*

1. Greet the students (with appropriate greeting depending on the time of day). Say, "My name is (Mr.)_____." Write your name on the chalkboard. Repeat several times as you point to yourself, "My name is_____."

2. Say to a member of the class, "My name is_____. What is your name?" With the needed gestures, help him to say, "My name is_____." Do this with each student.

3. Have class repeat several times, "What is your name? My name is (Mr., Miss, or Mrs.)_____."

4. *Chain Drill:* Say to one student, "My name is_____. What is your name?" Then ask the student to do the same to the one behind him. Do this until each student has had the opportunity to answer and ask the question.

**Second Oral Presentation and Repetition**

1. Point to the clock set after 6 p.m. and an evening scene. Say, "Good evening."

2. *Repetition:* Choral, group, and individual use of "Good evening"

3. *Chain Drill:* Each student says, "Good evening" to the person seated next to him or in back of him. That person responds and then says the same thing to another student.

4. *Dialog:* Each student will say "Good evening, (Mr.)_____," to you, using your name. You will say, "Good evening, (Mr.)_____."

5. Write "Good evening" in manuscript on the chalkboard. Say it several times. Have students read after you.

**Third Oral Presentation and Repetition**

1. Using pictures, teach *Miss* and *Mrs.* followed by choral, group, and individual repetition.

2. Prepare name cards for each student. Encourage each one to place it on his desk before each session.

3. Practice by placing simple names over several pictures. Have students in groups, then individually say, "Good evening, (Mr.) (Weil)."

**Fourth Oral Presentation and Repetition**

1. On the chalkboard, write three columns of hours. (Since many students from foreign lands use numbers to 24 to indicate hours, much practice with appropriate pictures will be necessary to teach the concept of morning, afternoon, and evening.)

| | | |
|---|---|---|
| 7:00 | 1:00 | 7:00 |
| 7:30 | 2:00 | 8:00 |
| 9:00 | 3:30 | 9:30 |
| 11:00 | 5:00 | 10:00 |
| 11:30 | 6:00 | |

2. Point to the hours on the chalkboard in the order in which they are written and say the appropriate greeting five or six times (good morning, good afternoon, good evening).

3. Point to the numbers out of order and say the appropriate greeting.

4. Point to them out of order and have individual students give the appropriate greeting.

5. *Substitution Drill:*
   (a) Help the students use each greeting with the names of fellow students.
   (b) Give names to the people in the two stick figures or in the two pictures you have prepared. Point to an hour on the chalkboard and to a figure. Have the students give the appropriate greeting with the name.

6. Introduce *good night* as you dismiss the students. Say, "Good night, (Mr.)_____," to each student and have each say "Good night" to you, using your name.

## LESSON 2

*Aim:* To teach "What's your name?" "It's_____." "What's (his) name?"

*Vocabulary Areas:* Names and greetings; formulas: "How are you" "I'm fine, thank you."

*Pronunciation Emphasis:* (i) as in see

*Materials Needed:* Pictures of individual men, women, boys, girls, babies; the clock; morning, afternoon, and evening scenes

*PROCEDURE*

### Warmup

1. Greet each student with "Good evening, (Mr.)_____." Help each one greet you.

2. Conduct a chain drill. Students greet each other using names where possible. (Try to have name cards on each student's desk.)

3. Place hours on the chalkboard and review the appropriate greeting, first in sequence and then out of sequence.

4. Place pictures of men and women on the chalkboard ledge. Give them names. Have the students use *good morning, good afternoon,* and *good night* with each one.

### First Oral Presentation and Repetition

1. Pretend that you have forgotten a student's name. Ask, "What's your name?" Find it on the class list, in your seating plan, or on his desk, and say, "It's_____."

2. Follow this procedure several times.

3. Put a large *?* on the board and say, "Let's learn to ask the question."

4. Engage in choral, group, and individual repetition of "What's your name?"

5. Have several individuals ask you the question. Say, "Ask me the question." Answer with "It's_____."

6. *Chain Drill:* What's your name? It's_____.

7. On the chalkboard write: What's your name? It's (Mr. Pitt).

8. Help the students read the question and answer patterns.

9. Engage in alternating drills so that students can understand the contrast. (When they stand and present themselves, they should say, "My name is_____." As a response to the question "What's your name?" they should say, "It's_____."

### Second Oral Presentation and Repetition

1. Using class members and/or pictures, teach, "What's his name?" or "What's her name?" with response "It's_____."
2. Engage in repetition (choral and individual) of "What's his (her) name."
3. As you point to a picture or to a student, half the class will ask, "What's (his) name?" The other half will answer, "It's_____." Practice only with *his* then with *her* several times.
4. Have individuals ask you the question "What's (his) name?" Make the appropriate response.
5. Ask individual students for other individuals' names.

### Third Oral Presentation and Repetition

1. Show pictures of children and babies. Give them first names only. Help students say each name.
2. *Substitution Drill:* "It's (Mary)."
3. *Question - Answer:* (practice as above)
4. *Dialog Presentation:* See the *Curriculum Handbook for Teaching and Administering Americanization Programs* for procedures needed in presenting and practicing dialogs. Students who are capable of writing should be asked to copy them. Study the *Handbook* for procedures for teaching illiterate students.
   --Good evening, (Mr.)_____. How are you?
   --I'm fine, thank you.
   --Good evening. My name's_____. What's your name?
   --It's_____.

### Summary

1. Have the students say and read, "What's his name?" several times.
2. Next to the questions write, "It's_____" with several male names.
3. Follow the same procedure with women's names.
4. *Chain Drill:* "What's your name? It's_____."
5. Dismiss with "Good night, (Mr.)_____." Have each say, "Good night, (Mr.)_____."

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## * LESSON 3 *

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*Aim:* To teach "Where do you live?" "I live in_____." "I live at_____."

*Vocabulary Areas:* Names of cities; addresses

*Pronunciation Emphasis:* Contrast between (I) and (i) as in wish and tree

*Materials Needed:* Map of the United States; map of New York State; classlist; cards with students' addresses

*PROCEDURE*

### Warmup

1. Greet students. Have them greet you.
2. Ask several individual students, "What's your name?" Have each answer.
3. *Chain Drill:* What's your name? It's_____.
4. Dramatize the dialog in Lesson 2 with several pairs of students.

5. Say to several individual students, "Ask me the question, 'What's your name?'"

### First Oral Presentation and Repetition

1. "Let's learn how to say where we live."

2. "Listen, 'I live in_____(city).'"

3. Repeat "I live in_____." *It is assumed in each lesson that repetition always goes from the largest group (whole class), to a smaller group, to an individual.*

### Second Oral Presentation and Repetition

1. "Now let's learn the question. Listen, 'Where do you live?'"

2. "Listen to the answer, 'I live in_____(city).'"

3. "Now listen to the answer and question, 'Where do you live? (pause) I live in_____(city).'"

4. *Question - Answer:*
   (a) Half the class will ask the question. The other half will answer it.
   (b) Reverse the roles.
   (c) Individual students will ask you, "Where do you live?" You will answer, "I live in_____."

5. *Chain Drill:* "Where do you live?" "I live in_____."

### Third Oral Presentation and Repetition

1. Point to your city on the map and say, "_____is in New York State."

2. Indicate the area on the map and say, "New York is in the United States." "Listen to the question and answer, 'Where's New York State? (pause) It's in the United States.'"

3. *Question - Answer:*
   (a) Half the class will ask the question, "Where's New York State?" The other half will answer it.
   (b) Ask individual students to ask you the question, "Where's (Albany)?" Elicit the answer, "It's in New York State."
   (c) Direct a student to ask you the question about the city in which you are teaching. Answer it. Repeat this procedure several times; for example, "Where's (Cortland)?" "It's in New York State."

4. *Chain Drill:* Where's (Albany)? It's in New York State. Where's New York State? It's in the United States.

5. *Map Study:* Direct several individual students to come to the map, point to (Albany) and say: "I live in_____. _____ is in New York State. New York is in the United States."

### Reading

1. Place the questions and answers on the chalkboard in print or cursive depending on your group.

2. Have the class read each one after you.

3. Have individual students read after you.

### Fourth Oral Presentation and Repetition

1. Show the picture of a street with houses. Say, "I live at_____."

2. Help each student say, "I live at_____."

3. Give each student a card with his address. Help him say the address several times, "I live at_____."

4. Help each student say, "I live in_____(city). I live at_____."

5. *Dialog Presentation and Practice:*
   --Good evening. What's your name?
   --It's_____.
   --Where do you live, (Mr.)_____?
   --I live at_____ (home address).

## Summary

1. Each student will stand and give his name and address. (My name is_____. I live at_____.)
2. Several pairs of students will dramatize the Dialog.
3. *Map Study:* City, State, United States
4. *Suggestions for further practice in reading and writing either in class or at home:*
   - (a) Read the Dialog several times.
   - (b) Write it twice.
   - (c) Remember that some students will have difficulty in writing. See *Curriculum Handbook for Teaching and Administering Americanization Programs* for discussion and procedure.

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## * LESSON 4 *

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*Aim:* To teach "What's this?" "It's a_____." "Thank you; you're welcome."

*Vocabulary Areas:* Classroom objects

*Pronunciation Emphasis:* (e) as in say

*Materials Needed:* Pictures used in previous lessons; objects generally found in a classroom; several pictures of each object

*PROCEDURE*

## Warmup

1. Greet several individual students. Have them greet you.
2. *Chain Drill:* What's your name? It's_____. Where do you live? I live at_____.
3. *Question - Answer:*
   - (a) Say to several individuals, "My name's_____. What's your name?"
   - (b) Direct several individual students to ask other students, "What's your name?"
   - (c) "Where do you live?" (Elicit city and home address.)
   - (d) Place three pictures of adults on the chalkboard ledge. Ask, "What's his name?" "What's her name?" Elicit individual responses with *Mr.*, *Miss*, or *Mrs*.
   - (e) Place several pictures of children on the ledge. Ask questions to elicit first names.
4. Dramatize Dialog in Lesson 3.

## First Oral Presentation and Repetition

1. Pick up several pens and say with each, "Look. It's a pen."
2. Pick up several books and say with each, "It's a book."
3. Pick up several pencils and say with each, "It's a pencil."
4. Pick up or touch three other objects.
5. Choral and individual repetition of "It's a_____." with each object based on your model.

## Second Oral Presentation and Repetition

1. "Now, listen to the question, 'What's this?' Listen to the answer, 'It's a_____.'" (Touch a familiar object as you ask and answer the question.)

2. Choral, half class, and individual repetition of "What's this? It's a_____."

3. *Substitution Drill:* (See the *Curriculum Handbook for Teaching and Administering Americanization Programs,* Page 64, for techniques.)

| Teacher: | Individual Student: |
|---|---|
| It's a pen. | It's a pen. |
| pencil. | It's a pencil. |
| book. | It's a book. |

4. *Question - Answer:* Ask, "What's this?" as you hold up an object. Individuals will answer "It's a_____."

5. *Group Practice:*
   (a) Help half the class say, "What's this?" as each student holds up an object. The other half will answer "It's a_____." Reverse the roles.
   (b) Have individual students ask you the question as they hold up an object. Answer it.
   (c) Have individual students question each other.

6. *Chain Drill:* "What's this? It's a_____."

7. *Dialog Presentation and Practice:*
   --Hello, Mr._____. What's this?
   --It's a_____.
   --Thank you.
   --You're welcome.

## Reading and Writing

1. On the chalkboard write: What's this? It's a pen.
   pencil.
   book.

2. Read the question with each answer.

3. Ask the class to read the question and each answer after you in sequence.

4. Point to answers out of sequence, and ask individual students to read both the question and the answer.

5. Have a student come to the chalkboard, ask the question, and point to a response. The student called on will read the response.

6. Have students, capable of doing so, copy the questions and answers.

## Summary

1. Ask the students to copy the Dialog into their notebooks.

2. Show a picture of each object taught. Individual students will say, "It's a_____."

3. Engage in a chain drill with students pointing to objects near them.

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Read the Dialog several times using each word you practiced in class.
   (b) Write the Dialog twice.

## Additional Activities Devised by the Instructor

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# * LESSON 5 *
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*Aim:* To teach "What's that?" "That's (It's) a_____."

*Vocabulary Areas:* Classroom objects

*Pronunciation Emphasis:* Contrast between (i) and (e) as in me and cake

*Materials Needed:* Pictures of classroom objects; map of the United States; classroom objects

*PROCEDURE*

## Warmup

1. Greetings; day; date
2. Ask individual students, "What's your name?" "Where do you live?" Help each to respond.
3. Direct a student to ask another, "What's your name?"
4. Have several individual students engage in directed practice; for example, "Ask (him) where (he) lives."
5. Ask an able student to write the question, "What's your name?" on the chalkboard. Ask another to write under it, "Where do you live?"
6. Ask individual students to read and answer the questions.
7. Engage in map study. (city, state, United States)
8. Ask pairs of students to dramatize the dialog of Lesson 4 and some of the earlier ones.

## First Oral Presentation and Repetition

1. Direct a student to show you his book and to ask the question, "What's this?" Point to the object and say, "That's a book."
2. Direct a student to hold up his pen and ask you the question, "What's this?" Point to the pen and answer, "That's a pen."
3. Hold up another object or walk to it and ask, "What's this?" (pencil, pen, chair, desk)
4. Help students say as they point, "That's a_____."
5. *Substitution Drill:* That's a (book).
6. *Question - Answer:*
    (a) Direct half the class to hold up a pencil and to ask, "What's this?" The other half points and answers, "That's a pencil."
    (b) Reverse the roles.
    (c) Have individual students ask you, "What's this?" as they hold up or touch various objects. Answer, "That's a_____."

## Second Oral Presentation and Repetition

1. Point to the window (at a distance from you) and say, "What's that?"
2. Choral and individual repetition.
3. Point to the window and say, "Ask me the question, 'What's that?'" Individual students will ask the question. Answer each time, "That's a window."
4. Practice answering, "What's that?" with "It's a_____."
5. "Look, I'm touching this. My question is, 'What's this?' My answer is 'It's a_____.'"

6. "Look, I'm touching the window. My question is, 'What's that?' My answer is, 'That's a_____.' or 'It's a_____.'"

7. *Dialog Presentation and Practice:*
--What's this, Miss_____?
--That's a chair.
--What's that?
--That's a desk.
--Thank you.
--You're welcome.

## Reading and Writing

1. On the chalkboard write the question, "What's that?" with some possible answers. Help the students in chorus and then individually to read after you.

2. Have individual students read both the questions and answers on the chalkboard.

3. Have the able students copy the question, "What's this?" and write out in full each sentence below:

What's this? That's a clock.
pen.
flag.
desk.
window.
chair.
book.
pencil.

It's a clock.
desk.
book.
pencil.
chair.
flag.
pen.
window.

4. Follow the same procedure for "What's that?"

## Summary

1. Engage in choral reading from the chalkboard.

2. *Suggestions for further practice in reading and writing either in class or at home:*
(a) Read the Dialog several times.
(b) Have the able students write it twice.
(c) Have the able students write:
That's a chair.
pencil.
pen.
book.
desk.
table.
clock.

# LESSON 6

*Aim:* To teach "What are these?" "What are those?" "They're_____." "I'm sorry." "I don't know."

*Vocabulary Areas:* Classroom; home

*Pronunciation Emphasis:* (ɛ) as in let

*Materials Needed:* Pictures of houses; a room with map, plants, etc; individual pictures of each object.

*PROCEDURE*

## Warmup

1. Greetings; day; date; weather

2. *Question - Answer:*
(a) Ask several individual students, "Where do you live?" Elicit the answers, "I live in_____." or "I live at_____."

    (b) Place several pictures on the chalkboard ledge and ask individual students (as you touch each picture), "What's this?" Elicit the answer, "That's a_____."
    (c) Direct a student to come to the chalkboard ledge and ask individual students, "What's this?" as he indicates each picture. Elicit, "That's a_____." "It's a_____." Saying, "Now let's answer with 'It's_____.'"
    (d) Point to an object at a distance from you and ask, "What's that?" Elicit individual responses, "That's a_____ (window, book, clock, door)."
    (e) Direct individual students to indicate objects and to address to you the question, "What's this?" Answer, "It's a_____."

3. Dramatize any of the previous dialogs.

4. *Chain Drill:* "What's this?" "What's that?" Reply with, "It's a_____."

### First Oral Presentation and Repetition

1. Show the picture of a (flag). Say, "It's a (flag)." Show a picture of several (flags). Say, "Listen, they're flags." (If real flags are available, use them).

2. Repeat this procedure with five or six familiar objects or pictures of familiar objects.

3. Choral, group, and individual repetition of "They're_____," based on your model.

### Second Oral Presentation and Repetition

1. "Now listen to my question. 'What are these?' Listen to my answer, 'They're_____.'"

2. Choral and individual repetition of "What are these?" "They're_____."

3. *Substitution Drill:* They're (windows).

4. *Question - Answer:*
    (a) Direct a student to hold up appropriate pictures and ask you, "What are these?" Answer the question.
    (b) Ask, "What are these?" as you hold up objects or pictures of objects. Individuals answer, "They're_____."
    (c) Half the class will hold up two similar objects (pencils, books, pens) and ask the question, "What are these?" The other half will answer, "They're_____."
    (d) Reverse the roles.
    (e) Point to the windows and ask, "What are those?" "They're windows." (Choral and individual repetition) First be careful to introduce and practice all the words which take the (z) sound, then the (s) sound, then the (iz) sound.

### Additional Oral Practice

1. *Substitution Drill:* They're (windows, flags, pens, pencils, books).

2. *Question - Answer:*
    (a) Point to various objects in the room and ask, "What are those?" Individuals answer, "They're_____."
    (b) Individuals ask you the question as they point to objects in the room. Answer, "They're_____."
    (c) Individuals ask other individual students the question.
    (d) *Chain Drill:* "What are those? They're_____."

3. *Dialog Presentation and Practice:*
   --Good afternoon, (Mr.)_____. What are these?
   --They're plants. What are those?
   --They're clocks.
   --What are these?
   --I'm sorry. I don't know.

### Reading and Writing

1. Write the question, "What are those?" on the chalkboard.

2. Point to various objects. Elicit answers to the question, "What are those?" Write the answers on the chalkboard.

3. Show a picture which includes various objects to the class. Ask the question, "What are these?" Write the question and the answer on the chalkboard.

4. *Choral Reading:*
   (a) Have the class read the questions and answers after you.
   (b) Have half the class read the questions. The other half will read the answers as you point to them, first in sequence and then out of sequence.
   (c) Reverse the roles.
   (d) Ask a student to come to the chalkboard, ask a question, and point to a response. The student called on will read the response.

5. Direct the students to copy the questions and the answers.

Summary

1. Direct an individual student to read the question, "What are these?" from his notes. Point to the question on the chalkboard and ask the entire class to read it.

2. *Substitution Drill:* Point to the words on the chalkboard as the class reads, "They're_____," with each one.

3. Repeat the procedure with the question, "What are those?"

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Read your notes out loud.
   (b) Read the Dialog several times.
   (c) Have the able group write the Dialog three times.

## * LESSON 7 *

*Aim:* To teach "Is (this) a chair?" "Yes, it is." "It's a chair."

*Vocabulary Areas:* Home; classroom

*Pronunciation Emphasis:* Contrast between (e) and (ɛ) as in ate and met

*Materials Needed:* Pictures of a room and of common objects found in a classroom

*PROCEDURE*

Warmup

1. Greetings; date; weather

2. *Question - Answer:*
   (a) Point to objects around the room and ask the question, "What are those?" Individual students will answer, "They're_____."
   (b) Encourage individual students to ask you the question, "What are those?" Answer, "They're____."

3. *Chain Drill:* "What are those?" "They're_____."

4. Distribute several pictures of objects in the home to individual students. Ask each student to show the picture and to ask another student, "What are these?" The students will answer, "They're_____."

5. Dramatize the Dialog in Lesson 6.

6. Have pairs of students dramatize the Dialog substituting other familiar words.

7. Use a picture series. Have students repeat after you, "It's a_____."

8. Say, "Let's pretend we see two of them." Practice, "They're____," in sequence and out of sequence.

First Oral Presentation and Repetition

1. Touch a chair and say, "It's a chair. Listen to my question, 'Is this a chair?'" Nod and answer,

"Yes, it is. It's a chair."

2. Touch the desk and ask, "Is this a desk?" Answer, "Yes, it is. It's a desk."

3. Repeat the same procedure with three or four additional familiar objects.

4. Put a question mark on the chalkboard and say, "Let's practice the question. Listen, 'Is this a (desk)?"

5. Repetition of "Is this a (desk)?"

6. *Substitution Drill:* Is this a_____?

7. *Chain Drill:* "Is this a_____." "Yes it is. It's a_____."

8. Direct a student to ask you the question, "Is this a book?" as he touches or holds something. Answer, "Yes it is. It's a book." (Follow the same procedure several times using other objects.)

9. *Question - Answer:*
   (a) Hold up a picture and direct half the class to ask the question. The other half will answer, "Yes, it is. It's a_____."
   (b) Reverse the roles.
   (c) Individual students will hold up an object and ask the question, "Is this a_____?" Other individual students will answer.

## Second Oral Presentation and Repetition

1. Point at an object some distance from you. Say, "Listen to my question, 'Is that a (window)?' Listen to my answer, 'Yes, it is. It's a window.'"

2. Repeat this procedure with several other familiar objects.

3. Place some pictures on the chalkboard ledge. Have individual students ask you the question, "Is that a_____?"

4. Individuals will ask the question, "Is that a_____?" as they point to an object. Other students will answer.

5. *Chain Drill:* "Is that a_____?" "Yes, it is. It's a_____."

6. *Dialog Presentation and Practice:*
   --What's that, Mr._____?
   --It's a picture.
   --What does the picture show?
   --I'm sorry. I don't know.

## Reading and Writing

1. Write the question "Is this a_____?" on the chalkboard.

2. Help the students (in chorus and individually) to read it after you.

3. Write several answers on the chalkboard as you elicit them from the students.

4. Follow the same procedure with the question, "Is that a_____?" Use pictures to elicit oral answers from individual students.

5. Help the students to read the questions and answers.

6. Direct the class members capable of doing so to copy each question and answer.

## Summary

1. Show several individual pictures. Ask, "Is this a house?" Elicit the response, "Yes, it is. It's a house."

2. Point to three different objects in the room. Ask, "Is that a (plant)?" Elicit the response, "Yes

it is. It's a (plant)."

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Read the Dialog several times.
   (b) Have the able students write it twice.
   (c) Write out the questions and answers in full:

| | |
|---|---|
| Is this a plant? | Yes, it is. It's a plant. |
| pen? | pen. |
| book? | book. |
| window? | window. |
| door? | door. |
| flag? | flag. |

## LESSON 8

*Aim:* To teach "No, it's not." "No, it's not (a chair)." "It's a (table)."

*Vocabulary Areas:* Classroom; home

*Pronunciation Emphasis:* (æ) as in hat

*Materials Needed:* Pictures of different rooms in a house and of objects in the classroom (with identifying captions on the back)

*PROCEDURE*

### Warmup

1. Greetings; date; weather

2. Ask students, "What's your name?" Elicit, "It's_____."

3. Indicate area on map. Say, "I live at_____." Ask individual students, "Where do you live?"

4. *Chain Drill:* "I live at_____. Where do you live?"

5. *Question - Answer:*
   (a) Touch the map and ask a student, "Is this a map?" Elicit the answer, "Yes, it is. It's a map."
   (b) After a quick review of familiar objects, direct half the class to hold up an object and to ask, "Is this a_____?" The other half will answer.
   (c) Reverse the roles.

6. Dramatize the Dialog of Lesson 7 and any others previously learned.

7. Substitute words of different objects as pairs of students dramatize the Dialog of Lesson 7.

### Oral Presentation and Repetition

1. Show a picture of a chair and ask individual students, "Is this a chair?" Elicit an answer.

2. Show a picture of a table and say "'Is this a chair?' Listen to my answer, "No, it's not. It's a table.'"

3. Repeat this procedure with several other objects and/or pictures.

4. Choral, group, and individual repetition using pictures of familiar objects.

5. Present, "No it's not a_____. It's a_____," in the same way.

### Additional Oral Practice

1. *Substitution Drill:* It's not a (chair).

2. *Transformation Drill:* It's a (chair). It's not a (chair).

3. *Expansion Drill:* It's a (chair). No, it's not a (chair).

4. *Question - Answer:*
   (a) Place some pictures on the chalkboard ledge with the image facing the wall. (Place some identifying mark on the back of the picture for your guidance). Ask the class, "Is this a___?" Then turn the picture and elicit the response, "No, it's not. It's a_____."
   (b) Direct individuals to touch a picture and to ask you the question, "Is this a_____?" Then turn the picture and answer, "No, it's not a_____. It's a_____." "Yes, it is. It's a_____."
   (c) Point to various objects and ask, "Is that a door?" Individual students will answer.
   (d) *Chain Drill:* "Is that a_____? No, it's not a_____. It's a_____."

5. *Dialog Presentation and Practice:*
   --What's your name?
   --It's (John Smith).
   --Is this a table, (Mr. Smith)?
   --No, it's not. It's a desk.
   --What's that?
   --It's a table.
   --What are these?
   --I'm sorry. I don't know.

**Reading and Writing**

1. Write the question, "Is that a_____?" on the chalkboard.

2. Repeat the question and elicit meaningful answers. Write the answers on the chalkboard.

3. Ask more able individual students to write a fellow student's answer on the chalkboard.

4. Follow the same procedure with, "Is this a (lamp)?" Write both the question and the answer on the chalkboard.

5. Help the class read the questions and answers, first in sequence and then out of sequence.

**Summary**

1. Contrast: Yes, it is. No, it's not.

2. Practice with many familiar objects and/or pictures.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Read the questions and answers in the Dialog many times.
   (b) Have the more able students write the Dialog twice using other words in place of *table* and *desk*.

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## * LESSON 9 *

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*Aim:* To teach "Are (these)_____?" "Yes, they are." "They're_____."

*Vocabulary Areas:* Classroom; home

*Pronunciation Emphasis:* (a) as in hot

*Materials Needed:* Same as for preceding lessons

*PROCEDURE*

**Warmup**

1. Greetings; date; weather

2. *Substitution Drills:* It's a (chair). Is this a (chair)? Is that a (chair)?

3. *Chain Drill:*
   (a) "Is this a (chair)?" "Yes, it is."
   (b) "Is this a (chair)?" "Yes, it is. It's a (chair)."

(c) "Is that a (book)?" "No, it's not. It's a_____."

4. *Question - Answer:*
   (a) Teacher - Student: "Is (this) a (chair)?" "No, it's not a (chair). It's a (desk)."; "What are (these)?" "They're______."
   (b) Student - Teacher: Same as above.

5. *Chain Drill:*
   (a) "Is this a (chair)?" "No, it's not."
   (b) "Is this a (chair)?" "No, it's not a (chair)."
   (c) "Is this a (chair)?" "No, it's not a (chair). It's a (desk)."

6. *Dialog Dramatization:* Lessons 6,7, and 8 with variation of vocabulary.

## First Oral Presentation and Repetition

1. Review, "What are these? They're_____." Use numerous objects and pictures.

2. "Now look and listen to my question. 'Are these chairs?' Listen to my answer, (nod) 'Yes, they are. They're chairs.'"

3. Repeat the question and answer with at least 5 objects. (Make sure you "cluster" the items so that you practice plurals with (z) in one group, with (s) in a second group, and with (iz) in a third.

4. Engage in choral repetition of the question, "Are these (chairs)?" Follow it with the short answer only, "Yes, they are." Then follow it with the short and long answer, for example, "Yes, they are. They're (chairs)."

## Second Oral Presentation and Repetition

1. Follow the procedure above substituting *those* for *these*.

2. *Substitution Drills:*
   (a) Are these (desks)?
   (b) Are those (windows)?
   (c) They're (windows).

3. *Question - Answer*
   (a) Ask, "Are these_____?" Elicit the short answer, "Yes, they are."
   (b) Ask, "Are those_____?" Elicit the short answer, "Yes, they are."
   (c) Direct individuals to ask you the question, "Are those_____?" Answer with "Yes, they are. They're_____."
   (d) Direct individuals to ask you the question, "Are those_____?" Answer with "Yes, they are. They're_____."
   (e) Ask individual students many questions with, "Are these_____?" Elicit the short and long answers as above.
   (f) Follow the same procedure with *those*.
   (g) Indicate an object, model the question, and have half the class ask a question with *these*. The other half will give the short and long answer.
   (h) Reverse the roles.
   (i) Follow the same procedure with *those*.
   (j) *Chain Drills:* Use *these* and *those* (Make sure that the terms are appropriately used.)

4. *Dialog Presentation and Practice:*
   --Good evening, Mr._____. How are you?
   --I'm fine, thank you.
   --What's this?
   --It's a pen.
   --What are those?
   --They're notebooks.
   --Are these pictures?
   --Yes, they are. They're pictures.
   --What are those?
   --I don't know. I'm sorry.

## Reading and Writing

1. Place the question and answer patterns on the chalkboard: Are these books? Yes, they are. They're books.

2. Elicit other questions and responses by indicating objects and parts of the room.

3. Help students (first in chorus, then individually) to read the questions and answers in sequence and then, in random order.

4. Have individuals come to the chalkboard and point to the name of an object. Have other individuals copy the questions and answers in full.

## Summary

1. Have several pairs of students dramatize the Dialog.

2. Engage in several chain drills.

3. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Read the Dialog several times.
    (b) Have the able students write it twice.
    (c) Write out in full both the questions and answers with words you will list: Are these_____? Yes, they are. They're_____.

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## * LESSON 10 *
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*Aim:* To teach "Are (these) pens?" "No, they're not." "They're not (pens)." "They're (pencils)." "Excuse me; I'm not sure."

*Vocabulary Areas:* Classroom; home

*Pronunciation Emphasis:* Contrast between (æ) and (a) as in fat and stop.

*Materials Needed:* Same as for preceding lessons; pictures of apartment houses and hotels.

*PROCEDURE*

## Warmup

1. Greetings; date; weather

2. *Substitution Drills:*
    (a) Are these (pens)?
    (b) Are those (books)?
    (c) Yes, they're (pens).

3. Dramatize any familiar dialogs with vocabulary variation.

4. *Question - Answer:* Teacher to student; student to teacher
    (a) Is this a (pen)? Yes, it is.
    (b) Is this a (pencil)? No, it's not.
    (c) Are (these) (pens)? Yes, they are.
    (d) Are (those) (pencils)? Yes, they are. They're (pencils).

## Oral Presentation and Repetition

1. Touch a set of objects and say?
    (a) "Are these pens?"
    (b) "No, they're not. They're not pens. They're pencils."
    (c) "Are these beds?"
    (d) "No, they're not. They're not beds. They're chairs."

2. Follow this procedure with at least five groups of objects.

3. Engage the class in choral and individual repetition based on your model.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) Are these (beds)?
   (b) They're not (beds).
   (c) They're (tables).
   (d) Are those (lamps)?

2. *Transformation Drill:* They're (chairs). They're not (chairs). They're (pencils). Are they (pencils)?

3. *Expansion Drill:* They're not (tables). No, they're not (tables).

4. *Question - Answer:*
   (a) Ask individuals, "Are these (windows)?" Elicit the short answer, "No, they're not."
   (b) Direct individuals to ask you the question, "Are these (beds)?"
   (c) Ask individuals the question, "Are these_____?"
   (d) Elicit the short and long negative responses.
   (e) Direct individuals to ask you the question, "Are these_____?" Answer, "No, they're not. They're not (chairs). They're (tables)."
   (f) Follow the same procedure with *those*.
   (g) Engage in half-class repetition of e and f above. Reverse the roles.

5. *Chain Drill:* Start with the negative short answer. Proceed to the negative long answer. Then ask students to give both negatives. Have them indicate what the objects are.

6. *Dialog Presentation and Practice:*
   --Good (evening), Mr._____. Are these apartment houses?
   --I'm not sure. Let's ask the teacher.
   --Excuse me, (Mr.)_____. Are these apartment houses?
   --No, they're not. They're not apartment houses. They're hotels. Look. These are apartment houses.
   --Thank you.
   --You're welcome.

## Reading and Writing

1. Give practice in reading the questions and answers which you will have placed on the chalkboard.

2. Have students who are capable of doing so copy them.

## Summary

1. Dialog dramatization substituting other words for apartment houses.

2. Chain drills.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Practice reading the Dialog several times.
   (b) Copy the Dialog once.
   (c) Have the more able students vary the Dialog.

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## * LESSON 11 *

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*Aim:* To teach "This picture's big" (including the negative and interrogative forms). "Well" (as an introductory word); "good!" (as an exclamation)

*Vocabulary Areas:* Classroom; home

*Pronunciation Emphasis:* Contrast between (ɛ) and (æ) as in get and sat

*Materials Needed:* Pictures and objects illustrating the words (big, small)

## *PROCEDURE*

### Warmup

1. Greetings; date; weather

2. *Chain Drills:* The student will hold up an object or a picture and ask, "Is this a____?"
   (a) First elicit only affirmative answers.
   (b) Then elicit only negative answers.
   (c) Elicit meaningful negative or affirmative answers.

3. *Question - Answer:* "What are these? They're____."
   (a) Teacher - Student
   (b) Student - Teacher
   (c) Student - Student

4. Dramatize one or two previously learned dialogs with variations.

5. *Substitution Drills:* (Practice with picture cues.)
   (a) What's this? It's a (table).
   (b) What are these? They're (chairs).
   (c) What are those? They're (desks).
   (d) They're not (books).

### Oral Presentation and Repetition

1. "I have pictures of two tables. Look at these tables. (Use gestures). Listen. This (table's) small."

2. Follow this procedure with familiar words such as *chair, lamp, window.*

3. Engage the class in choral and individual repetition with *that* or *this* depending on their proximity to the object or picture.

4. Teach, "This (table's) not big. It's small."

5. Teach, "Is this (table) big? No, it's not. It's small."

### Additional Oral Practice

1. *Substitution Drills:*
   (a) This (book's) big. (lamp, plant, chair, sofa, etc.)
   (b) This (room's) small. (table, window, desk, etc.)
   (c) That (room's) small.
   (d) This (room's) not small. It's big.

2. *Transformation Drills:*

| Teacher | Student |
|---|---|
| (a) This (chair's) (big, small). | This (chair's) not (big). |
| (b) That (book's) (big, small). | That (book's) not (big). |
| (c) That (book's) big. | Is that (book) big? |

3. *Expansion Drill:* One student gives the name of an object. Another student makes a statement; for example, "Book." "That book's (big)."

4. *Dialog for Dramatization:*
   --Look at this picture. Look at the chair and the table. Tell us about the chair and the table, (Mr.)____.
   --Well, the table's big.
   --Good!

### Reading and Writing

Group I
   (a) Write your name and address.
   (b) Copy the following: at, hat, fat, mat, vat.

Group II
   (a) Elicit responses from the students and write each on the chalkboard.
   (b) Have students read their answers from the chalkboard.
   (c) Have them copy these answers.

Summary

1. Show pictures to illustrate big and small objects. Engage the entire class in repetition of each statement.

2. Help all the students read the sentences on the chalkboard.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Read the Dialog several times.
   (b) Write the Dialog twice.
   (c) Write it again using as many different words as possible.

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## * LESSON 12 *

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*Aim:* To teach "(This) (man's) (tall)." "(This) (man's) not (tall)." "(This) (boy's) (short)." "(This) (boy's) not (short)."

*Vocabulary Areas:* Home; people

*Pronunciation Emphasis:* Contrast (e) and (a) as pray and lot

*Materials Needed:* Pictures of men, women, boys, and girls, illustrating contrast (tall, short; big, small)

*PROCEDURE*

Warmup

1. Greetings; date; weather

2. *Chain Drills:* A student points to an object or picture and asks, "Is this a_____?"
   (a) First elicit only affirmative answers.
   (b) Then elicit only negative answers.

3. *Question - Answer Practice:*
   (a) Is this chair big? Yes, it is.
   (b) Is this chair small? No, it's not. It's big.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drill:* This is a small desk. This is not a small desk. Is this a small desk? Isn't this a small desk?

Oral Presentation and Repetition

1. With pictures and/or students teach new vocabulary. Point to a (male) student or hold up a picture and say, "This is a man (woman, boy, girl, baby)." Point to a student in the back of the room and say, "That's a (man). That's a (girl)."

2. Hold up a picture and make a gesture with your hand to indicate height and say, "Look. This man's short. Now look at this man." With a gesture indicate a greater height. Say, "This man's tall."

3. Ask, "Is this man short?" Help students to answer, "Yes, this man is short." Then using a picture, "Is that man tall?" Help students say, "Yes, that man is tall."

4. Now, using a picture and shaking your head, say, "This man's not short." Ask, "Is this man short?" Help students answer, "No, he's not short."

5. Using a picture say, "This boy's not tall." Ask, "Is this boy tall?" Help students answer, "No, this boy's not tall."

6. Engage in repetition practice using pictures or the students themselves.

7. Through pictures, contrast tall men and big men; short women and small women; etc.

## Additional Oral Practice

1. *Substitution Drills:*
    - (a) This (boy's) short. (man, woman, girl)
    - (b) This (boy's) tall. (man, woman, girl)
    - (c) (That) (girl's) short.
    - (d) That (man's) not tall.

2. *Question - Answer Drills:*
    - (a) The teacher asks, "Is this a (man)? Student answers, "No, he's not. He's a boy."
    - (b) Reverse the above roles.
    - (c) Is this (boy) (short)?

3. *Transformation Drills:*
    - (a) That man's tall. That man's not tall. Is that man tall? Isn't that man tall?
    - (b) That boy's short. That boy's not short. Is that boy short? Isn't that boy short?
    - (c) That girl's tall. That girl's not tall. Is that girl tall? Isn't that girl tall?

4. *Dialog Presentation:*

--Look at that man.
--He's tall.
--Yes, he's very tall.

## Reading and Writing

### Group I

- (a) Write your name and address.
- (b) Copy such words as man, ran, can, pan; say, ray, may, pay; pot, cot, hot, rot, lot.

### Group II

- (a) Elicit from students and write on the board: That (boy's) not tall. That (boy's) short. This (woman's) not short. This woman's tall.
- (b) Have students read each sentence in chorus as you point to it.
- (c) Have a student point to sentences as a fellow student reads.
- (d) Have students write out entire sentences.

## Summary

1. Have students select an imaginary person and describe him. For example "Mr.____is a man. He's not tall. He's short."

2. Dramatize the Dialog.

3. Have the students make up sentences using words from each list you write on the chalkboard; for example,

girl
woman
boy
man

short
tall
small
big

4. *Suggestions for further practice in reading and writing either in class or at home:*
    - (a) Read the Dialog several times.
    - (b) Copy it twice.
    - (c) Expand it as much as possible.

## Additional Activities Devised by the Instructor

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# * LESSON 13 *

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*Aim:* To teach "The box is big." "The box is big too." "The boxes are big." "They're big." "They're not small." "You're right." "I don't think so." "Yes, I agree."

*Vocabulary Areas:* Classroom; home; people

*Pronunciation Emphasis:* (ɔ) as in all

*Materials Needed:* Pictures showing contrast

*PROCEDURE*

## Warmup

1. Greetings; dates; weather

2. *Chain Drill:*
   (a) One student holds up an object or points to one and says, "This_____is big." Another student says, "You're right. That_____is not small."
   (b) Is the (book) big? Yes it is.
   (c) What are these? They're_____.

3. *Question - Answer:* Hold up objects or pictures and ask questions such as:
   (a) "What's this?" Elicit the answer, "It's a_____."
   (b) "Is this a (table)?" "Yes it is. (No, it's not.) It's a _____."

4. Dramatize one or two previously learned dialogs with variations.

5. *Transformation Drill:* The man's tall. The man's not tall.

6. *Progressive Replacement:* This man's tall.
   short.
   girl's
   That tall.
   lamp's
   small.

## Oral Presentation and Repetition

1. Look. This chair's small. This chair's small too. These chairs are small. These chairs are small too. (pictures, books, etc.)

2. Look at these pencils. They're small.
   houses. They're big.
   men. They're tall.
   girls. They're short.

3. These (tables) are big. They're not small.

## Additional Oral Practice

1. *Substitution Drill:*
   (a) The (houses) are big. (plants, rooms, tables, sofas)
   (b) They're (big, small, short, tall).

2. *Replacement Drills:*
   (a) These (girls) are tall. (Individual students will say, "They're tall.")
   (b) Those (boys) are short. (Individual students will say, "They're short.")
   (c) These (books) are big. They're big.
   (d) The (boys) are not tall. They're not tall.

3. *Patterned Response:* (cued by teacher)
   (a) "Look at these (books). They're big." Class responds, "Yes, they are. They're big."
   (b) Do the same with *small, short, tall,* etc.

4. *Expansion Drill:* (This may also be considered a transformation drill.)
    (a) These (books) are (big). No, these (books) are not big.
    (b) These (men) are short. No, these (men) are not short.

5. *Dialog Presentation:*
    --Those houses are very small.
    --No, they're not. I don't think so. They're big.
    --Well, the windows are small.
    --Yes, I agree. They are small.

### Reading and Writing

Group I
    (a) Have students write their names, addresses, and words such as all, ball, call, fall, hall, tall.

Group II
    (a) One student will suggest objects; another will compose a sentence.
    (b) Write these on the board; for example "The (lamps) are big. They're big. They're not small."
    (c) Have the entire group read each of the sentences on the chalkboard.

### Summary

1. Have students read the patterns on the chalkboard and copy them.

2. Engage in chain drills and question and answer practice.

3. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Read the Dialog several times.
    (b) Copy it twice.
    (c) Vary it as much as possible.

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## * LESSON 14 *

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*Aim:* To teach *and, or*; the two forms *'s, is*

*Vocabulary Areas:* Home; people; classroom

*Pronunciation Emphasis:* Contrast between (a) and (ɔ) as in tot and call

*Materials Needed:* Pictures and real objects related to the vocabulary area; maps

*PROCEDURE*

### Warmup

1. Greetings; date; weather

2. *Chain Drills:*
    (a) Is this a chair? Yes, it is. (No, it's not.)
    (b) What are these? They're (books).
    (c) Is this pencil big? No, it's not big. It's small.
    (d) Are those men tall? Yes, they are. They're very tall.

3. *Question - Answer:* (It is desirable to vary the procedure; teacher asks students, students ask teacher, students ask each other.)
    (a) What's this? It's a_____.
    (b) Is this a (pen)? No, it's not a (pen). It's a_____.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drills:*
    (a) This book's big. This book's not big.
    (b) That man's tall. Is that man tall?

6. *Replacement:* These (girls) are tall. They're tall.

## Oral Presentation and Repetition

1. Using two pictures, maps, and real objects present *and*. For example, "These boys *and* these girls are tall. Albany *and* Middletown are in New York State. The sofa *and* the chair are big."

2. Indicate to students that they will see two forms of the same word. Make two columns as follows but help students say the pairs in exactly the same way:

| | |
|---|---|
| My name's Mr._____. | My name is Mr._____. |
| What's your name? | What is your name? |
| It's a book. | It is a book. |

3. Emphasize by saying, writing, and reading that in certain structures we always use the form *is*, for example, "Is this a chair? Yes, it *is*." (in inverted questions and in the short response)

4. Teach *or* using objects or pictures; for example, "Is this a pen or a pencil? It's a pen."

## Additional Oral Practice

1. *Question - Answer:*
   (a) What are these? They're (pencils and pens).
   (b) What are those? They're (tables) and chairs.
   (c) Is this a (book)? Yes, it is. It's a book.
   (d) Is this a (woman) or a (girl)? It's a (girl).

2. *Transformation:*
   (a) Your name is John? Is your name John?
   (b) Her name is Mrs. Fall. Is her name Mrs. Fall? Her name's not Mrs. Fall.

3. *Dialog for Dramatization:*
   --Is this a pencil or a ballpoint pen?
   --I'm not sure. I think it's a ballpoint pen.
   --Let's ask (Mr. Raft).
   --It's a ballpoint pen.
   --Thank you very much.

## Reading and Writing

Group I
   (a) Write your name, address, place of work.
   (b) Copy the following: bob, cob, rob, sob, fob, job, mob; cot, dot, pot, rot.

Group II
   (a) Read and copy the contracted and uncontracted forms given in Oral Presentation 2.
   (b) Make sentences with *is*: Is this a_____? Yes, it *is* (etc.).
   (c) Copy the Dialog.
   (d) Vary the Dialog.

## Summary

1. Have several pairs of students dramatize the Dialog.

2. Change words in the Dialog (for example; names, objects) and continue to dramatize it.

3. Review the contracted and uncontracted forms of *is* emphasizing the patterns in which *is* is obligatory.

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Dictate the following words and have the students copy them: miss, me, day, fake, get, hot, hat, pop, ball, cot, rot.
   (b) Have individuals read back what they have written.
   (c) Write these words on the chalkboard.
   (d) Have the students make the necessary corrections.

## Additional Activities Devised by the Instructor

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# * LESSON 15 *
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*Aim:* To teach the words *where, in, on*

*Vocabulary Areas:* Home; rooms; furniture

*Pronunciation Emphasis:* (o) as in bo̲at

*Materials Needed:* Pictures; objects; a box

*PROCEDURE*

## Warmup

1. Greetings; date; weather
2. *Chain Drills:*
   (a) Is this a (pencil) or a (pen)? It's a_____.
   (b) Is this a (pencil)? Yes, it is.
   (c) Is this a (pencil)? No, it's not. It's a_____.
   (d) Are these (books)? Yes, they are. (No, they're not.)
3. *Question - Answer:*
   (a) Teacher asks "Is the (picture) big or small?" Student responds, "Are the (pictures) big or small?"
   (b) Teacher asks "Is the (boy) tall or short?" Student responds, "Are the (boys) tall or short?"
   (c) Student asks, "Is the (girl) tall or short?" Teacher responds, "Are the (girls) tall or short?"
4. Dramatize one or two previously learned dialogs with several pairs of students.
5. *Replacement:* The (girls) are tall. They're tall.
6. *Transformation Drill:* They're pens. They're not pens. Are they pens? Aren't they pens?
7. *Directed Practice:* Ask if the man is tall. Student: Is the man tall?

## Oral Presentation and Repetition

1. Place many individual objects on the desk and say, "Look. Listen. The (pencil) is on the desk."
2. Choral and individual repetition.
3. Listen to my question, "Where's the (pencil)?"
4. Listen to the question and answer, "Where's the pencil? It's on the desk."
5. Place things in a box. Repeat the above procedure with *in*.
6. Show pictures of a living room, kitchen, and bedroom. Help students say, "The (sofa) is in the (living room.)"

## Additional Oral Practice

1. *Substitution Drills:*
   (a) Where's the (bed)? (chair, sofa, stove, sink, lamp)
   (b) The (lamp)'s in the living room. (sofa, chair, table)
   (c) The (pencil)'s on the desk. (pen, notebook, book, eraser)
2. *Question - Answer:* (varied kinds of student participation)
   (a) Where's the (pen)? It's on the desk.
   (b) Where's the (sink)? It's in the kitchen.
   (c) Where's the (picture)? (map, clock) It's on the wall.

3. *Directed Practice:*
    (a) Have one student ask another where the (sink) is.
    (b) Have one student tell another where the (sink) is.

4. *Dialog for Dramatization:*
    --Where are the books?
    --I'm not sure. Ask John.
    --John, where are the books?
    --They're on the table in the living room.
    --Thanks.

## Reading and Writing

Group I
    (a) Give further practice on name, home address, and job address.
    (b) Repeat and copy words such as tall, fall, mall, call, hall, wall, ball; bet, jet, let, met, pet, set; coat, moat, soap, hope, dope, mope.

Group II
    (a) Write out in full the Substitution Drills above.
    (b) Make up five questions as in the Question - Answer section. Answer these questions.

## Summary

1. Vary the Dialog with different names and different objects.

2. Dramatize the new Dialog.

3. Review the previous ones.

4. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Have students alphabetize a list of classroom objects.
    (b) Have them choose the unrelated word from a group of four words.
    (c) Have them complete sentences where a choice of words in given.

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## * LESSON 16 *

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*Aim:* To teach "Are the (notebooks) (on) the (desk)?" "Yes, they are." "No, they aren't." "Maybe you're right."

*Vocabulary Areas:* School; home; people

*Pronunciation Emphasis:* Contrast between (ɔ) and (o) as in tall and coat

*Materials Needed:* Sets of pictures and objects indicating contrast (including men, women, boys, girls)

*PROCEDURE*

## Warmup

1. Greetings; date; weather

2. *Chain Drills:*
    (a) Is the (notebook) on the desk? Yes, it is.
    (b) Where's the (notebook)? It's (in) the desk.
    (c) Is the lamp tall? Yes, it is. No, it's not, it's short.
    (d) Where are the (notebooks)? They're on the (table).

3. *Question - Answer:*
    (a) Where's the (sink)? It's in the (kitchen).
    (b) Is the sofa in the kitchen or in the living room?
    (c) Where are the notebooks? They're on the (chair).

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Substitution Drills:* Is the (notebook) on the desk? The (window) is big. The (man) is tall.

6. *Transformation Drill:* It's (short). It's not (short). They're (tall). Are they (tall)?

## Oral Presentation and Repetition:

1. Using pictures and/or students, review, "(This) is a man. (This) is a woman." Teach "These are men; those are men; those are women."

2. With appropriate pictures or stick figures, review, "(These) (men) are tall. They're not short."

3. With pictures and/or students, introduce, "Are the men in the (classroom)?" (kitchen, living room, house) After much repetition of the question, elicit, "Yes, they are; no, they're not." "Yes, they're in the (kitchen)." Elicit both answers with the negative followed by statements about where the people or objects are; for example, "No, they're not. They're not in the living room. They're in the kitchen."

## Additional Oral Practice

1. *Substitution Drills:*
   (a) Are the notebooks on the (chair)?
   (b) The (boys) are tall. (women, girls, men)
   (c) These are (men). (women, boys, girls, books)
   (d) Are the (men) in the kitchen?

2. *Transformation Drills:*
   (a) The (men) are short. The (men) are not short.
   (b) The (men) are short. Are the (men) short?

3. *Question - Answer:*
   (a) Are the men tall? Yes, they are. No, they're not.
   (b) Are the boys in the kitchen or in the living room?

4. *Directed Practice:* Mr._____, ask Mr._____ if the (men) are (tall).

5. *Dialog for Dramatization:*
   --The men in this picture are tall.
   --I don't think so. They look very short.
   --You're wrong, these men aren't short.
   --Well, maybe you're right.

## Reading and Writing

Group I
   (a) Write your name, address, job address.
   (b) Write short sentences such as: The man's tall. Call the man. The book's small. It's small. No, it's big.

Group II
   (a) Write out in full the Substitution Drills in Additional Oral Practice.
   (b) Copy the Dialog.
   (c) Make up five questions like 3a in the *Question - Answer* of Additional Oral Practice.

## Summary

1. Review from the chalkboard sentences including:
   (a) Plurals of nouns
   (b) Questions with *are*
   (c) Adjectives with plural nouns

2. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Read the Dialog in chorus.
   (b) Copy it twice.
   (c) Change the Dialog by making the plural words singular and the singular words plural.

# LESSON 17

*Aim:* To teach the numbers 1-12; expressions of time (hour and half hour); "What time is it?" "It's_____ o'clock." "I think it's_____o'clock."

*Vocabulary Areas:* Time; numbers

*Pronunciation Emphasis:* (U) as in pull

*Materials Needed:* Clock with movable hands; pictures of various timepieces; flashcards with numbers; pictures of day and night scenes

*PROCEDURE*

## Warmup

1. Greetings; date; weather

2. *Chain Drills:*
    (a) Are the men in the classroom? Yes, they are.
    (b) The (men) are short. No, they're not. They're tall.
    (c) How are you today? I'm fine, thank you.
    (d) Where's the (pencil)? (Elicit meaningful responses.)

3. *Question - Answer:*
    (a) Where are the (pictures)? They're on the (wall).
    (b) Are the (boys) tall or short? They're tall.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drills:*
    (a) The (boys) are short. Are the (boys) short?
    (b) They're (short). Are they (short)?
    (c) They're (big).

6. *Progressive Substitution:* The boys are tall.
    girls
    short.
    women
    Those
    men

## Oral Presentation and Repetition

1. Teach the numbers 1-12.

2. Review "What's this?" "It's a clock."

3. By moving the hands of the clock teach, "It's 1 (2) o'clock." Engage in repetition.

4. Teach hour time from 1 to 12. "It's 1 o'clock." "I think it's 10 o'clock."

5. Teach, "What time is it?" followed by the response.

6. With pictures showing day and night scenes, teach *noon* and *midnight*.

7. Teach, "It's half past (one)."

## Additional Oral Practice

1. With flashcards, have individuals count to 12.

2. Give a series of numbers in which one is omitted. Ask individuals to insert the one which is missing.

3. Teacher gives the odd numbers; the students the even. Reverse the roles.

4. Half of the class gives the odd numbers; the other, the even. Reverse the roles.

5. Play a number game such as "Buzz"; for example, students count, but each time the multiple of the number set by you in advance is reached, the student says, "Buzz."

6. *Substitution Drills:* Students may move hands of the clocks.
   (a) It's (1) o'clock.
   (b) It's half past (one).

7. *Transformation Drills:*
   (a) It's (1) o'clock. Is it (1) o'clock? I think it's (1) o'clock.
   (b) It's (half-past one). Is it (half-past one)?

8. *Question - Answer:*
   (a) What time is it? (Elicit varied answers by moving the hands of the clock.)
   (b) Is it (1) o'clock or half past one?

9. *Dialog Presentation:*
   --What time is it, (Mr.) (Levy)?
   --I'm not sure. I think it's 1 o'clock. Let's look at the clock.
   --Yes, it is 1 o'clock. Thank you.

### Reading and Writing

Group I
(a) Count the numbers from 1 to 12. (Use the chalkboard.)
(b) Write the pattern sentences in full: It's (1) o'clock.
(c) Write: full, pull, bull.

Group II
(a) Write out 7a using the hours from 1 to 12.
(b) Ask and answer five questions about the time.
(c) Copy the Dialog. Vary the time.

### Summary

1. Review the highlights of the lesson.

2. Review the expressions of time.

3. Play "Buzz."

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Read the Dialog several times.
   (b) Reread all previous Dialogs.
   (c) Write an original dialog based on the vocabulary used in all those already studied.

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## * LESSON 18 *

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*Aim:* To teach "What color is (the pencil)?" "What color is it? It's (green)." "The pencil's (green)." "I don't see it."

*Vocabulary Areas:* School; home

*Pronunciation Emphasis:* Contrast between (ɔ) and (U) as in fall and bull

*Materials Needed:* Groups of objects of various colors; pictures with colors; paper; cards; clock

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time; numbers

2. Count by twos and threes.

3. *Chain Drills:*
    (a) It's (1) o'clock. No, it's not. It's (2) o'clock.
    (b) Is the book big? Yes, it is. No, it's not.
    (c) What time is it?

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Substitution Drills:*
    (a) It's half past (one).
    (b) It's a (pencil).

6. *Expansion Drill:* It's one. It's half past one.

7. *Directed Practice:* Have one student ask another what time it is.

## Oral Presentation and Repetition

1. Review names of objects (singular only) in the classroom which you plan to use in teaching colors: What's this? It's a_____.

2. Teach *paper* and *card.*

3. Show many objects of one color. As you pick each one up say, "Look, this pencil's green. This book's green. This notebook's green."

4. Teach, "It's green" with each object.

5. Teach the question and answer, "What color is the pencil? It's (green)."

6. Teach the question and answer, "What color is it? It's (green)."

7. Follow this procedure with other colors. (white, black, red)

## Additional Oral Practice

1. *Substitution Drills:*
    (a) What color is the (pen)?
    (b) The pen's (green).
    (c) It's (red).

2. *Replacement Drills:*
    (a) The pen's green. It's green.
    (b) What color is (the pencil)? What color is it? (Watch the change of intonation. Give extensive practice.)

3. *Transformation Drills:*
    (a) The pen's (green). The pen's not green.
    (b) The pen's (green). Is the pen green?
    (c) The pen's not (green). Isn't the pen green?

4. *Question - Answer:*
    (a) What color is the (pen)?
    (b) Is the (pen) (green) or (yellow)?

5. *Dialog for Dramatization:*
    --Where's the history book?
    --I don't know. What color is it?
    --It's green.
    --Is it a big book?
    --Yes, it's very big.
    --I'm sorry. I don't see it.

## Reading and Writing

Group I
(a) Write the numbers from 1 to 12.
(b) Write in full: It's (1) o'clock.

(c) Write: It's (green). (yellow, black, white, red)
(d) Write: fall, full; pall, pull; ball, bull.

Group II
(a) Write the Dialog in full.
(b) Write the Transformation Drill 3b.
(c) Write five questions on the model of 4b.

Summary

1. Review lesson highlights.

2. Have students hold up objects and ask questions related to color such as:
   (a) What color is the (pencil)? It's (green).
   (b) What color is it? The (pen's) (green).

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Read the Dialog. Copy it.
   (b) Vary it or expand it as much as possible.

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## * LESSON 19 *

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*Aim:* To teach "This is a (green pencil). These are (green) (pencils)."

*Vocabulary Areas:* School; home

*Pronunciation Emphasis:* (u) as in food

*Materials Needed:* Pictures and objects of various colors; a large clock with movable hands

*PROCEDURE*

Warmup

1. Greetings; date; weather; time; numbers 1-12

2. *Substitution Drills:*
   (a) The pencil is green. The pencil's yellow.
   (b) Is the (pencil) (green)? Yes, it is. It's (green). No, it's not. It's (yellow).
   (c) What time is it? (Vary the answer by moving hands of clock.)

3. *Question - Answer:*
   (a) What color is the (pen)?
   (b) Is the pen (yellow) or (green)?

4. *Directed Practice:* Have one student ask another what color the (pen) is.

5. Dramatize one or two previously learned dialogs with several pairs of students.

6. *Other Practice:*
   (a) Vary the Dialog in Lesson 18.
   (b) Substitute other objects for *book*.
   (c) Hold up an object or a picture; have students make meaningful statements. "The pencil is green. The paper is white."

Oral Presentation and Repetition

1. Review:
   (a) What color is the (pencil)? The (pencil)'s (green). Yes, this is a green pencil.
   (b) Follow this formula with several other green objects.
   (c) Follow this formula substituting other colors.

2. Teach, "These are green (pencils). These are green (pens). Those are (black) (pens)."

3. Teach the question and answer, "What color are these (pencils)? They're (green)."

4. Teach for recognition, "Show us the green (pencil) (s)." Have students hold the objects up and say, "These are the (green) (pencils)."

## Additional Oral Practice

1. *Substitution Drills:*
    (a) This is a (green) pencil.
    (b) These are (green) pens.
    (c) These are the green (pens).
    (d) Those are the (green) pencils.
    (e) What color are the (pens)? They're green.

2. *Transformation Drills:*
    (a) They're (green). They're not (green).
    (b) These are the green pencils. Are these the (green) pencils?

3. *Progressive Substitution Drills:*
    (a) These are green pencils.
    yellow
    pens.
    Those

    (b) These are red pencils.
    blue
    Those
    books.

4. *Dialog for Dramatization:*
    --Where are the black pens?
    --I don't know. Let's ask John.
    --John, where are the black pens?
    --They're in the big desk in the dining room.

## Reading and Writing

Group I
(a) Write in full the Substitution Drills 1a and b.
(b) Write: boot, food, root, toot, loot.

Group II
(a) Write the Dialog.
(b) Vary the Dialog by changing names, objects, places.

## Summary

1. Review the highpoints of the lesson by engaging in several drills.

2. Show us the (green) (pencils).

3. What color are the (pens)?

4. These are (green) (pencils).

5. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Read the Dialog several times.
    (b) Copy it.
    (c) Vary it or expand it as much as possible.

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## * LESSON 20 *

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*Aim:* To teach "what" in patterns such as "What are you?" "(I'm) a (student)." "(Are) (you) a student?" "(He's) not a (student)." "What is he?" "What is she?" "She's not a student."

*Vocabulary Areas:* School; home

*Pronunciation Emphasis:* Contrast between (U) and (u) as in full and boot

*Materials Needed:* Pictures of people (men, women); objects

*PROCEDURE*

## Warmup

1. Greetings; date; weather; time; numbers

2. *Chain Drills:*
   (a) Are the (pencils) (green)? Yes, they are.
   (b) What color are the (books)? They're (black).
   (c) What time is it? (Each student responding adds one hour.)

3. *Question - Answer:*
   (a) What color are these pencils?
   (b) Are these pencils green or yellow?

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Other Practice:*
   (a) Tell one student to ask another what color the (pens) are.
   (b) Tell the second student to respond that the (pens) are (green).
   (c) Formulate questions and answers eliciting *it's* and *they're* as preparation for this lesson.

## Oral Presentation and Repetition

1. Review the names of students as well as your own.

2. By means of gestures, present, "I'm a teacher; you're a student, (Mr.) (Kelly)."

3. Help individuals answer the question, "What are you?" with "I'm a student."

4. Point to several individuals and say, "You're students."

5. Help them answer the question, "What are you?" by having them say in chorus as they point to themselves, "We're students."

6. Move away from them. Point to several of them and say, "They're students." Show pictures of men, women, etc. and say, "They're (men)."

7. Follow the same procedure for *he* and *she*.

8. Write the paradigm on the board: I'm a student. You're a student.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) They're (men).
   (b) He's a (student).

2. *Transformation Drills:*
   (a) (He's) a student. (He's) not a student.
   (b) (I'm) a student. (Am I) a student?
   (c) (I'm) a student. (We're) students.
   (d) (I'm) not a student. (We're) not students.

3. *Chain Drills:*
   (a) Are you a student? Yes, I am.
   (b) Are you a teacher? No, I'm not.
   (c) Are you a teacher? No, I'm not. I'm a student.

4. *Question - Answer:*
   (a) Am I a student? No, you're not. You're a teacher.
   (b) What'(s) (he)? He's a student.
   (c) Are you a student or a teacher?

5. *Dialog for Dramatization:*
    --Good (morning).
    --Good (morning). Are you a student in this class?
    --Yes, I am. Are you a student, too?
    --No, I'm not. I'm the teacher.

### Reading and Writing

Group I
    (a) Copy 8 of Oral Presentation from the chalkboard.
    (b) Write: hop, hope; cop, cope; rob, robe; pop, pope; not, note.

Group II
    (a) Copy the Dialog.
    (b) Expand the Dialog. (for example, "What's your name? Where do you live?")
    (c) Write out in full all the Transformation Drills.

### Summary

1. Review the highlights of the lesson. Be sure to include questions, inverted questions, and the concept of *you* for both singular and plural, with a response of *I* or *we* depending on the meaning.

2. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Read the Dialog.
    (b) Read any of the previous Dialogs.
    (c) Copy the new Dialog.
    (d) Write an original dialog based on the vocabulary used in those already studied.

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## * LESSON 21 *

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*Aim:* To teach "Where are you from?" "(I'm) from_____." "This is (Mr.) (Smith). (He's) from_____." "How do you do?"

*Vocabulary Areas:* Countries of origin of the students; introductions

*Pronunciation Emphasis:* Contrast between (o) and (u) as in wrote and root

*Materials Needed:* Maps; pictures of people

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time; numbers

2. *Chain Drills:*
    (a) What are you? I'm a student.
    (b) How are you? I'm fine, thank you.
    (c) Where's the (book)? It's on the (desk).
    (d) What color is this? It's (green).
    (e) What color are these. They're (red).

3. *Question - Answer:*
    (a) Are you a student? Yes, I am.
    (b) Are you a teacher? No, I'm not.
    (c) Are you a teacher or a student? I'm a student.
    (d) What are you?

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Directed practice:*
    (a) Mr. _____ ask Mr. _____ what he is.
    (b) Mr. _____ tell Mr. _____ you're a student.

6. *Transformation Drills:*
    (a) I'm a student. I'm not a student.
    (b) (He's) a student. (Is he) a student?
    (c) I'm a student. We're students.
    (d) They are not students. Aren't they students?

### Oral Presentation and Repetition

1. Using the map, teach the names of the countries from which your students come; for example, "This is (Poland, Italy, etc.)"

2. Teach, "I'm from the United States." Help students say, "I'm from_____."

3. Teach the question, "Where are you from?" Help students answer, "I'm from_____."

4. Using pairs of students, teach, "This is (Mr.) (Pitt). He's from (Austria)."

### Additional Oral Practice

1. *Substitution Drills:*
    (a) He's from (Italy).
    (b) This is (Mr.) (Pitt). (Use names of other students in class.)

2. *Replacement Drills:*
    (a) Mr._____is from Italy. He's from Italy.
    (b) Miss_____is from Austria. She's from Austria.
    (c) Mr._____and Miss_____ are from Poland. They're from Poland.
    (d) Mr._____and I are from (the United States). We're from (the United States).

3. *Question - Answer:*
    (a) Where are you from? I'm from_____.
    (b) Are you from Austria or from Poland? I'm from_____.
    (c) Where is (he) from? (He's) from_____.

4. *Dialog for Dramatization:*
    --Good morning. Are you a new student?
    --Yes, I am.
    --Where are you from?
    --I'm from Poland. My name is John Fisciak.
    --Tom, this is John Fisciak. He's from Poland.
    --How do you do, Mr. Fisciak?
    --How do you do?

### Reading and Writing

Group I
    (a) Write: cope, dope, hope, mope, rope; school, spool, tool, drool, cool.
    (b) Copy: "I'm from (Italy)," with all other subject pronouns.

Group II
    (a) Copy the Dialog.
    (b) Vary the Dialog changing names of people and places.
    (c) Answer the question, "Where are they from?" with five different countries.

### Summary

1. Review the names of countries.

2. Ask students to stand up, give their name, and tell where they're from.

3. Give some directed practice; for example, "Mr._____, ask Mr._____where he's from."

4. Dramatize the Dialog.

5. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Read the Dialog several times.
    (b) Copy it.

(c) Write the new words in several original sentences.
(d) Have the more able students read their original sentences.
(e) Ask the other students to pull out specific words which describe a person or a procedure.

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## * LESSON 22 *
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*Aim:* To teach "Is (he) (a teacher) too?" "Yes, he is." "He's a (teacher) too." "(Mr._____) is not a teacher." "(Mr._____) isn't (a teacher) either." "He's not (a teacher) either."

*Vocabulary Areas:* People; occupations

*Pronunciation Emphasis:* (aI) as in pie

*Materials Needed:* Pictures of people engaged in various occupations

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time; numbers; colors

2. *Chain Drills:*
    (a) Are you a student? Yes I am.
    (b) Are you from (Poland)? No, I'm not. I'm from_____.
    (c) Is he a teacher? No, he's a student.

3. *Question - Answer Practice:*
    (a) What are these? They're (pencils).
    (b) Who is (she)? (She's) the (nurse).
    (c) What color are those books? They're (green).

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drills:*
    (a) He's (a student). Is he (a student)? He's not (a student).
    (b) We're Spanish. Are we Spanish? We're not Spanish.

6. *Directed Practice:*
    (a) Have one student ask another what (he) is.
    (b) Have one student ask another who (he) is.

### Oral Presentation and Repetition

1. Using pictures of people engaged in the same occupation say, "(Mr. Jones) is (a mailman). (Mr. White) is (a mailman) too."

2. Help students answer the question, "Is Mr._____(a mailman)?" "Yes, he is. He's (a mailman) too."

3. Show pictures of a (butcher). Then show pictures of two people engaged in another occupation and say, "(Mr. Black) is not (a butcher). (Mr. Smith) isn't (a butcher) either."

4. By means of pictures, help students answer the question, "Is (he) (a butcher)?" "No, (he's) not (a butcher) either."

5. Please note that both forms *he isn't* and *he's not* are given. The teacher should use the form which seems most natural to him, but make the students aware that they will hear and learn both.

### Additional Oral Practice

1. *Substitution Drills:*
    (a) He's (a plumber) too.
    (b) She's not (a teacher) either.

2. *Question - Answer:*
    (a) What is Mr. Jones? He's a grocer.
    (b) Are you a teacher? No, I'm not a teacher, either.
    (c) Are they mailmen too? Yes, they are.

3. *Dialog for Dramatization*
    --What's Mr. John?
    --I'm not sure. I think he's a policeman.
    --What about Mr. Smith?
    --I think he's a policeman too.

## Reading and Writing

Group I
(a) Copy the uncontracted forms of *be* followed by *too*; for example, "I am a student too."
(b) Copy the contracted negative forms of *be* followed by *either*; for example, "I'm not a teacher either."

Group II
(a) Copy the Dialog.
(b) Vary the Dialog.
(c) Write out all the Substitution Drills.

## Summary

1. Using pictures, review:
    (a) Is (Mr._____) a teacher too?
    (b) (She) isn't (a teacher) either.

2. Give written practice using both contracted and uncontracted forms of *be* in the affirmative and the negative.

3. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Ask questions based on the Dialog. Do it orally first and then have students write their answers in their notebooks or on the chalkboard.
    (b) Use this procedure with any of the previously learned dialogs.

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## * LESSON 23 *

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*Aim:* To teach "Who's (he)?" "What is (he)?" The simple present of *be* in its uncontracted form.

*Vocabulary Areas:* Occupations; names of workers

*Pronunciation Emphasis:* Contrast between (a) and (aI) as in got and lie

*Materials Needed:* Pictures of occupations; people working at various jobs

*PROCEDURE*

## Warmup

1. Greetings; date; weather; time; numbers; colors

2. *Chain Drills:*
    (a) Are you a student? Yes, I am.
    (b) Where are you from? I'm from_____.
    (c) Have other students say, "He's from_____."

3. *Question - Answer:*
    (a) What color is the _____? It's_____.
    (b) What time is it_____? (Move hands of clock to various settings.)
    (c) What are these? They're_____.
    (d) Where is (he) from? (He's) from (Poland).

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Other Practice:*
   (a) One student introduces another student to a third. Use at least five sets of students. For example, "Mr._____this is Mr._____. How do you do, Mr._____?"
   (b) Have one student ask another where he's from.
   (c) Individuals go to the map and say, "I'm from_____. I'm not from_____."

## Oral Presentation and Repetition

1. With pictures of people engaged in various occupations teach, "This is (Mr. Rose); he's a (policeman, grocer, butcher, mailman, storekeeper)." Help students tell what they are, provided that they do not feel embarrassed.

2. Follow this procedure with pictures of women. Teach *nurse, secretary, teacher, waitress.*

3. Teach the question, "Who's (he)?" with the answer, "(He's) the_____."

4. Review the verb *to be* with the contracted forms. Teach the full forms; for example, *I'm, I am.* Place these on the chalkboard in columns next to each other.

5. Give extended practice with the short forms *Yes, I am,* etc. as a response to, "Are you a student?" "Are you from Poland?"

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (He's) the (butcher).
   (b) (She's) the (nurse).
   (c) (They're) (teachers).

2. *Transformation Drills:*
   (a) (I'm) a student. I am a student.
   (b) (I'm) not a teacher. I am not a teacher.

3. *Question - Answer:*
   (a) Who's (he)?
   (b) What's (he) He's the_____. He's a (mailman).
   (c) Is he the (butcher)? Yes, he is.
   (d) Is he the (mailman)? No, he's not.
   (e) Is she a (nurse)? No, she's not. She's a (waitress).

4. *Dialog for Dramatization:*
   --Where's Mr. Jones?
   --Who's he?
   --He's the butcher.
   --I'm sorry. I don't know.

## Reading and Writing

Group I
(a) Write: cry, dry, fry, try, tie, pie.
(b) Copy the contracted and uncontracted forms of *be* with the subject pronouns.
(c) Use the pronouns in full sentences; for example, I'm a student.
I am a student.
I'm from Poland.
I am from Poland.

Group II
(a) Copy the Dialog.
(b) Vary the Dialog.
(c) Write out in full all Substitution Drills.

## Summary

1. Using pictures, review:
   (a) This is (Mr.)_____. (He's) the_____.
   (b) Who's he? He's Mr._____. He's the (butcher).
   (c) What's (she)? She's a (nurse).

2. Give written practice with the uncontracted form of *be*. (In oral speech we use the contracted form except in expressions such as, "Yes, I am.")

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Rewrite the Dialog changing it into indirect discourse.
   (b) Use this procedure with any of the previously learned dialogs.
   (c) Have the students read this new version.

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## * LESSON 24 *

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*Aim:* To teach expressions of time such as: "It's a quarter (past) (three)." "It's (ten) (to) (nine) in the morning." "It's (ten) (to) (nine) at night." "It's two in the afternoon." To teach numbers from 13 to 30. To teach simple addition.

*Vocabulary Areas:* Time; simple addition

*Pronunciation Emphasis:* (ɔI) as in boy

*Materials Needed:* Clock with movable hands; pictures of morning, afternoon, and night scenes; pictures of occupations; flashcards with numbers

*PROCEDURE*

### Warmup

1. Greetings; date; weather; numbers; time; colors

2. *Chain Drills:*
   (a) Who's Mr._____? He's the butcher. (Use pictures to cue students.)
   (b) What's Miss_____? She's a (nurse).
   (c) Where are you from? I'm from_____.
   (d) What time is it?

3. *Question - Answer:*
   (a) Are you a student or a teacher? I'm a student.
   (b) Are you a student, too? Yes, I am.
   (c) What is he? He's a (storekeeper).

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Substitution Drills:*
   (a) (He's) a (butcher).
   (b) That's Mr._____. He's the (mailman).
   (c) That's Miss_____. She's the (nurse).

6. *Transformation Drills:*
   (a) I'm a butcher. I'm not a butcher.
   (b) Is he the mailman? He's not the mailman.
   (c) I'm not a teacher. He's not a teacher either.

### Oral Presentation and Repetition

1. Review numbers from 1 to 12.

2. Review expressions of time with the hour and half hour and the question, "What time is it?"

3. Teach numbers from 13 to 30.

4. Teach "a quarter past" with each hour.

5. Teach "a quarter to" with each hour.

6. Teach "It's (five) past (one)."

7. Teach "It's (five) to (one)."

8. Teach "It's (10) o'clock (in the morning)."

## Additional Oral Practice

1. Count around the room.

2. Count by twos.

3. Play "Buzz." (See Lesson 17.)

4. Give numbers in a series in which one is omitted and ask what's missing.

5. Have students add two numbers supplied by you or fellow students.

6. *Substitution Drills:*
    (a) It's a quarter past (one).
    (b) It's (ten) to (two).
    (c) It's (twenty) past (one).

7. *Question - Answer:*
    (a) What time is it?
    (b) Vary meaningful responses as you or a student move the clock hands.

8. *Dialog for Dramatization:*
    --What time is it?
    --I don't know. My watch stopped. Ask Harry.
    --Harry, what time is it?
    --It's twenty to three.
    --Thank you very much.
    --You're welcome.

## Reading and Writing

Group I
    (a) Write: boy, coy, joy, Roy, toy.
    (b) Write the numbers from 1 to 30.
    (c) Write the time from one to two using 5-minute intervals.

Group II
    (a) Copy the Dialog.
    (b) Write out the following in full:
        AM: 9:00; 10:10; 10:15; 11:30
        PM: 1:00; 2:30: 3:15: 4:20: 6:25

## Summary

1. Review:
    (a) The expressions *in the morning, in the afternoon* and *at night* with time expressions.
    (b) The numbers from 1 to 30.
    (c) Some simple problems in addition.

2. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Give a short dictation based on the vocabulary and structure used in previously learned dialogs.
    (b) Have the more able students write it at the chalkboard while the others write it in their notebooks.
    (c) Have the class help in the correction.
    (d) Have choral and individual readings of the dictation from the chalkboard.

## Additional Activities Devised by the Instructor

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## * LESSON 25 *
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*Aim:* To teach unstressed "There's," "There are," "Is there?" "Are there?" "What is there (in) the (living room)?"

*Vocabulary Areas:* School; home

*Pronunciation Emphasis:* (aU) as in brown

*Materials Needed:* Pictures of rooms with furniture; pictures of various objects

*PROCEDURE*

### Warmup

1. Greetings; date; weather; numbers; time; colors

2. *Chain Drills:*
   (a) What color is the (pencil)? It's (green). What color are the (papers)? They're (white).
   (b) Where's the (picture)? It's on the (wall).
   (c) Are you a student? Yes, I am.
   (d) Who's he? He's the (butcher). (Use picture cues.)

3. *Question - Answer:*
   (a) What time is it?
   (b) Who's Mr. Jones? He's the butcher.
   (c) What's Miss (Smith)? She's a nurse.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Substitution Drills:*
   (a) It's half past (one).
   (b) It's a quarter past (one).
   (c) It's ten to (one).

### Oral Presentation and Repetition

1. Place several things on your desk. Say, "Look, there's a pencil on the desk. There's a book; there's a notebook; there's a ruler."

2. Go from desk to desk and say, "There's a_____on this desk." (Have students repeat using "on *that* desk", however.)

3. Teach the question and answer, "Is there a (book) on the (desk)?" "Yes, there is."

4. Teach the question with the negative answer, "No, there isn't."

5. Teach, "Are there (pencils) on the (desk)?" "Yes, there are." ("No, there aren't").

6. Teach "What is there in the room?" "There's a (sofa, chair, table, etc.)"

### Additional Oral Practice

1. *Substitution Drills:*
   (a) There's a (book) on the desk.
   (b) There's a (sofa) in the living room.
   (c) There's a (chalkboard) in the classroom.
   (d) There are (chairs) in the room.
   (e) Is there a (green) pen on the desk?
   (f) Are there (pencils) on the table?
   (g) Is there a (clock) on the wall?

2. *Question - Answer Drills:*
   (a) Is there a (stove) in the kitchen? Yes, there is.
   (b) Are there (men) in the room? Yes, there are.
   (c) What is there on the (table)? (Free response)

3. *Directed Practice:*
    (a) Have one student ask another what there is in the living room.
    (b) Have one student ask another where the green chairs are.

4. *Dialog for Dramatization:*
    --Is there a clock in that room?
    --No, there isn't. Why?
    --My watch stopped. Where is there a clock?
    --There's a clock on the wall in the kitchen.

**Reading and Writing**

Group I
    (a) Copy: brown, clown, crown, frown, town.
    (b) Write the numbers from one to thirty.
    (c) Write in full eight sentences like those in the Substitution Drills.

Group II
    (a) Copy the Dialog. Vary it.
    (b) Write in full 10 sentences like those in the Substitution Drills.

**Summary**

1. Review the patterns:
    (a) Is there a (clock) on the (wall)? Yes, there is.
    (b) Are there (books) on the desk? Yes, there are.
    (c) What is there in the living room? There's a sofa. (Be sure that students do not stress "there is" and "there are.")

2. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Give the students a reading comprehension test based on the vocabulary and structure previously studied.
    (b) Have them read this in silence.
    (c) Ask questions in chronological order and elicit oral responses.
    (d) Have them read the comprehension test again and write the answers to your questions.

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## * LESSON 26 *

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*Aim:* To teach expressions such as "How many (books) are there on the (desk)?" "There are (three)."

*Vocabulary Areas:* School; home

*Pronunciation Emphasis:* (b) in initial position as in book

*Materials Needed:* Pictures; objects; flashcards with numbers

*PROCEDURE*

**Warmup**

1. Greetings; date; weather; numbers; time; colors

2. *Chain Drills:*
    (a) Is there a (clock) on the wall? Yes, there is.
    (b) Are there (men) in the room? Yes, there are.
    (c) Are the green pencils on the desk? No, they're not. They're in the box.

3. *Question - Answer:*
    (a) What time is it? (Vary the answers as the clock hands are manipulated.)
    (b) At what time are you going?

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Substitution Drills:*
   (a) There are (four chairs) in the dining room.
   (b) There are (five men) in the picture.

6. *Replace Drills:*
   (a) Mr._____is a teacher. He's a teacher.
   (b) Mrs._____is a student. She's a student.

## Oral Presentation and Repetition

1. Review numbers from 1 to 30.

2. Place groups of objects on the desk and ask, "What is there on the desk?" Elicit, "There are (pencils) on the desk."

3. "Let's count. Listen to the question. How many (pencils) are there on the desk? Listen to the answer. There are three pencils on the desk. Let's learn the question and answer." Teach *how many* with various objects, pictures, and number cards.

4. *Substitution Drills:*
   (a) There are two (pencils) in the box.
   (b) How many (books) are there on the (desk)?
   (c) There are (two).

5. *Question - Answer:*
   (a) How many chairs are there in the room?
   (b) How many students are there in the room?
   (c) How many men and women are there?
   (d) How many (men) are there in this picture?
   (e) Are there books and pencils on the table? How many?

6. *Dialog for Dramatization:*
   --How many students are there in the class?
   --I don't know. Let's count them.
   --There are 10 men and five women.
   --That makes 15.

## Reading and Writing

Group I
   (a) Write: ban, Ben, bin, bun, bane.
   (b) Write five sentences like those in the Substitution Drills.

Group II
   (a) Copy the Dialog.
   (b) Vary it by changing the numbers.
   (c) Write 10 sentences on the model of the Substitution Drills.

## Summary

1. Use the number flashcards and objects to cue one individual to ask, "How many are there?" and another to answer, "There are (_____) _____."

2. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Give the students a reading comprehension test based on vocabulary and structure studied thus far.
   (b) Have them read silently.
   (c) Ask oral questions to elicit a true or false response.
   (d) Have the students write the correct answer if the statement is false.

## Additional Activities Devised by the Instructor

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# * LESSON 27 *

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*Aim:* To teach expressions such as "This is (my) (son)." "My (son's) (nine)." "How old is your (son)?" "He's 14." "(Mr. Hall) is over (21)." "She's over 21, too."

*Vocabulary Areas:* Family members; age of people

*Pronunciation Emphasis:* (v) in the intitial position as in vote

*Materials Needed:* Flashcards with numbers; picture of families; flannelboard with cutouts of names and numbers; clock

*PROCEDURE*

## Warmup

1. Greetings; date; weather; numbers; time; colors

2. *Chain Drills:*
   (a) First Student: There's a chair in the dining room.
   (b) Second Student: There's a chair and a table in the dining room.
   (c) Third Student: There's a chair, a table, and a lamp in the dining room. (Three items is the maximum.)

3. *Question - Answer:* (With flashcards and objects)
   (a) First Student: How many (pens) are there?
   (b) Second Student: There are four (pens).
   (c) Are there (men) in the (picture)? (Yes or no, with short and long responses.)
   (d) What time is it? (One student moves clock hands as others respond.)

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Replacement Drills:* (Give practice in the change of intonation.)
   (a) What's (Mr. Jones)? What is he?
   (b) (Mr. Jones) is a baker. He's a baker.

## Oral Presentation and Repetition

1. With pictures of families teach, *family*, *wife*, *son*, and *daughter*. For example, say, "This is Mr. Pitt. This is his family. This is his wife."

2. Teach, "His son is (10)." "His daughter is (14)." "His wife is over 21." "Mr. Pitt is over 21, too."

3. Teach the questions with the answers of "How old is his son?" "He's 10." "How old is (his) daughter?" "She's (14)."

4. Say, "Let's pretend this is your family. Listen to the question and answer. How old is your son? He's (11)." Follow the same procedure for other family members.

5. *Substitution Drills:*
   (a) John's (10).
   (b) Mary's (11).
   (c) (Mr._____) is over 21.
   (d) (Mrs._____) is over 21 too.

6. *Transformation Drills:*
   (a) (John's) 10. Is (John) 10?
   (b) (Mr._____) is over 21. (Mr._____) is not over 21.
   (c) This (man) is 25. These (men) are 30.

7. *Replacement Drills:*
   (a) (John's) 10. He's 10.
   (b) (Jane's) 11. She's 11.

8. *Question - Answer:* (Use pictures and/or names and numbers on flannelboard.)
    (a) How old is (John)?
    (b) How old is (his) daughter?

9. *Dialog for Dramatization:*
    --Good morning, Mrs. Roth. What a lovely girl! Is she your daughter?
    --Yes, she is.
    --How old is she?
    --She's seven.
    --My daughter is seven too.

## Reading and Writing

Group I
(a) Write: van, vane, vine, vow, vinegar.
(b) Write: John's 10, 12, 14, 18, 21.
(c) Write: John's 7, 11, 13, 15, 19, 23.

Group II
(a) Copy the Dialog.
(b) Vary the Dialog.
(c) Frame five questions with "How old?" Answer the questions or ask your classmates to answer them.

## Summary

1. With flannelboard names and cutouts, practice sentences such as:
    (a) John's 10.
    (b) Mr._____is 25.
    (c) How old is (John)? (He)'s (11).
    (d) Is John 10? Yes, he is. (No, he's not.)

2. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Give the students a reading comprehension followed by four questions each with four possible answers.
    (b) Have the students read and select their answers silently.
    (c) Read the comprehension exercise aloud.
    (d) Have them read in chorus.
    (e) Ask the questions and list the selected answers.
    (f) Explain errors and meaning of the incorrect answers.
    (g) Have students copy both the questions and the correct answers.

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## * LESSON 28 *

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*Aim:* To teach "How old are (you)?" "(I'm) 21." "How old is your dog?" "It's (two)."

*Vocabulary Areas:* People; domestic animals

*Pronunciation Emphasis:* Contrast between (b) and (v) as in ban and van

*Materials Needed:* Pictures of families, of individuals, of individuals performing some job; flannelboard with number and name cutouts; pictures of cats and dogs

*PROCEDURE*

### Warmup

1. Greetings; date; weather; numbers; time, colors

2. *Chain Drills:*
    (a) How old is your son? He's (14).
    (b) How old is your wife? She's over 21.
    (c) My son's 14. How old is his son? He's 14.

3. *Question - Answer:*
   (a) Is his son 10? Yes, (no) he's_____.
   (b) Who is she? She's the (nurse).
   (c) What is she? She's a (teacher).

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Substitution Drills:*
   (a) How old is the (nurse)?
   (b) How old are your (children)?

6. *Replacement Drills:*
   (a) (The nurse) is 21. She's 21.
   (b) (The mailman) is 25. He's 25.

## Oral Presentation and Repetition

1. By means of gestures teach, "I'm over 21."

2. Teach the question and answer, "How old are you?" "I'm_____." "We're_____."

3. Have two students pretend they're the same age. Have them point to themselves as they say in chorus; for example, "We're over 21."

4. Move away from the two students, point to them and say, "They're 25." Teach, "How old are they?"

5. With pictures of animals teach, "How old is your (dog)?" "It's (two)."

6. *Transformation Drills:*
   (a) (I'm) 10. I'm not 10.
   (b) (You're) 14. Are you 14?

7. *Replacement Drills:*
   (a) (Mary) and I are 10. We're 10.
   (b) (Mary) and (Harry) are 21. They're 21.

8. *Question - Answer:* (With pictures and cutouts)
   (a) How old is your (son)? (Affirmative and negative responses)
   (b) Is your (son) 10?

9. *Dialog for Dramatization:*
   --What a lovely family!
   --Thank you very much.
   --How old are the children?
   --Mary's seven; Pete's nine; John's 12. The baby's only a year old.

## Reading and Writing

Group I
   (a) Copy: bat, vat; berry, very.
   (b) Write in full: I'm not (3-30).
   (c) Write the Dialog.

Group II
   (a) Write the Dialog.
   (b) Vary it.
   (c) Make up four questions about the Dialog. Ask your classmates to answer them.

## Summary

1. Have students make statements about their age and that of family members.

2. With cutouts, have some individuals ask questions and others answer them.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Give the students a paragraph or two which they haven't seen before.

(b) Have them rewrite it, making as many changes as they see fit.
(c) Have them read their own versions aloud.

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## * LESSON 29 *
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*Aim:* To teach "(I) have_____." "Do (you) have_____?"

*Vocabulary Areas:* Family; pets; objects in the classroom

*Pronunciation Emphasis:* (f) in initial position in fine

*Materials Needed:* Pictures of individuals and pets; flashcards with numbers and names; flannelboard

*PROCEDURE*

### Warmup

1. Greetings; date; weather; numbers; time; colors

2. *Chain Drills:*
   (a) How old are you? I'm_____.
   (b) Are you over 21? Yes, I am. No, I'm not. I'm_____.
   (c) Who's 15? Mary's 15. Who's 30?

3. *Question - Answer:*
   (a) Cue responses, using pictures and flashcards.
   (b) Allow free responses to similar questions.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Directed Practice:*
   (a) Have one student ask another how old (his son) is. (Consider at least 6 directives.)
   (b) Have individuals make statements and/or questions. Other students will respond.

### Oral Presentation and Repetition

1. Use a picture of a pet; dramatize by saying, "I have a (dog). This is my dog."

2. Use either your pocket or your pocketbook; take out objects and say with each one, "Look, I have a (pencil)."

3. Teach the interrogative and affirmative forms. Consider the long answer as well. "Do you have a (pencil)?" "Yes, I have a (pencil)."

4. Teach *I, you, we, they* with *have* and the corresponding questions.

5. Teach *he, she has* with the corresponding questions.

6. *Substitution Drills:*
   (a) I have a (pen).
   (b) I have a (son).

7. *Transformation Drills:*
   (a) (I have) a pen. (Do I have) a pen?
   (b) (I have) a pen. (We have) a pen.

8. *Replacement Drills:*
   (a) (Mr._____) has a pen. He has a pen.
   (b) (Mrs._____) has a pencil. She has a pencil.
   (c) (Mr. and Mrs._____) have a son. They have a son.
   (d) Does (Mr._____) have a son? Does (he) have a son?

9. *Dialog for Dramatization:*
   --Do you have a pet at home?
   --Yes, I have a dog.
   --How old is it?
   --It's 2. I have a picture. Look!
   --It's a handsome dog.

## Reading and Writing

Group I
- (a) Copy: fat, fit, foot, food, feel, fool, fire, fair.
- (b) Write out the Substitution Drills. Make five sentences.
- (c) Copy the Dialog.

Group II
- (a) Copy the Dialog.
- (b) Vary the Dialog.
- (c) Write out the Transformation Drills using all the pronouns.

## Summary

1. Review the highlights of the lesson through questions and answers; for example, "Do you have a (son)?"

2. *Suggestions for further practice in reading and writing either in class or at home:*
   - (a) Give an oral comprehension test.
   - (b) Read it three times.
   - (c) Have the students listen carefully and then write out the answers to the questions given orally by the teacher.
   - (d) Five questions in chronological order should be read two or three times.
   - (e) Read the comprehension and the five questions once more. Have the students read their answers.
   - (f) Make the necessary corrections by using the chalkboard.

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## * LESSON 30 *

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*Aim:* To teach "(I don't) have_____." "Yes, I do." "No, I don't."

*Vocabulary Areas:* Family; classroom items

*Pronunciation Emphasis:* Contrast between (f) and (v) as in f̲at and v̲at

*Materials Needed:* Pictures; objects; eyeglasses

*PROCEDURE*

### Warmup

1. Greetings; date; weather; numbers; simple addition; time; colors

2. *Chain Drills:*
   - (a) Do you have a (pen)?
   - (b) Does he have a (pen)?
   - (c) Do you have a (pen) or a (pencil)?

3. *Question - Answer:* (With pictures)
   - (a) Does he have a (son)?
   - (b) How many sons does he have?
   - (c) How old are they?

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drills:*
   - (a) (I have) a (pen). (Do I have) a pen?
   - (b) (He has) a (pen). They have a (pen).

2

6. *Directed Practice:* (Both affirmative and negative response)
   (a) Have one student ask another if he has a (pen).
   (b) Have one student ask another if she has a (book).

## Oral Presentation and Repetition

1. Say, "Let's pretend Mr._____doesn't have a pen. Listen to his answer, 'I don't have a pen.'"

2. Using students and/or pictures teach, "I (you, we, they) don't have a_____."

3. Teach, "He (she) doesn't have a_____."

4. Ask individual students to ask you the questions, "Do you have a pen (pencil)?" Answer, "No, I don't."

5. Borrow pens, pencils, etc. Direct individuals to ask you the same questions. Hold up the object and answer, "Yes, I do."

6. *Substitution Drills:*
   (a) I don't have a (pen).
   (b) (He) doesn't have a (pencil).
   (c) (I don't) have a pen.

7. *Transformation Drills:*
   (a) I don't have a pen. We don't have a pen.
   (b) (I have) a pen. Do I have a pen?
   (c) (I have) a pen. I don't have a pen.

8. *Question - Answer Drills:*
   (a) Do you have a (pen)? Yes, I do.
   (b) Do you have a (pen)? No, I don't have a pen.
   (c) Do you have a (son)? No, I don't have a son. I have a daughter.

9. *Dialog for Dramatization:*
   --Do you have a watch?
   --No, I'm sorry I don't. There's a clock on the wall.
   --What time is it, please? I don't have my eyeglasses.
   --It's a quarter past nine.
   --Thank you.

## Reading and Writing

Group I
   (a) Copy and say: four, five, eleven, vine, fine, fan, van, vain.
   (b) Write out Drills 6 and 7.
   (c) Copy the Dialog using all pronouns.

Group II
   (a) Copy the Dialog using all pronouns.
   (b) Vary it.
   (c) Prepare five questions and answers based on model 8c above.

## Summary

1. Review the highlights by engaging in transformation and substitution drills.

2. Help students derive the questions from which the following statements and other similar ones are made:

| | |
|---|---|
| I don't have a watch. | (Do you have a watch?) |
| I have two sons. | (How many sons do you have?) |
| It's 5 o'clock. | (What time is it?) |

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Give a short dictation.
   (b) Have the more able students write at the chalkboard while the others write in their notebooks.
   (c) Encourage all students to help with the corrections.
   (d) Have them read the corrected dictation chorally and individually.

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# * LESSON 31 *
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*Aim:* To teach names of stores in the community; "Do you have any (bread)?"; "but"

*Vocabulary Areas:* Food stores; food

*Pronunciation Emphasis:* (g) as in go

*Materials Needed:* Pictures of occupations, food stores, and foods (some of which are generally in the singular, such as bread, milk, and cake)

*PROCEDURE*

## Warmup

1. Greetings: date; weather; time

2. *Chain Drills:*
   (a) Do you have a (pen)? Yes, I do. (No, I don't).
   (b) Do you have a (son)? (Meaningful response)
   (c) Does (he) have a (son)? Yes, (he) does. No, (he) doesn't.

3. *Question - Answer:*
   (a) How many (sons) do you have? (Affirmative response)
   (b) How old (are they)?
   (c) Is there a (clock) on the (wall)? Yes (no).

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Practice with pictures:*
   (a) Who's he? He's the (grocer).
   (b) What is he? He's a (mailman).

6. *Transformation Drills:* Affirmative to negative; singular to plural

## Oral Presentation and Repetition

1. With a picture showing a street with stores teach, "This is a grocery store". (bakery, fruit store, vegetable store, butcher shop, drug store, delicatessen)

2. Using pictures teach statements such as, "The (grocer) is in the (grocery store)." (Place these in two lists on the board.)

3. "Let's learn some questions we would ask the (grocer). 'Do you have any (bread, milk, butter, cheese)?'"

4. Remember to teach no more than four items under each category. Give oral practice after each category.

5. *Substitution Drills:*
   (a) Do you have any (bread)?
   (b) Do you have any (oranges, peaches, grapes, apples)?
   (c) Do you have any (rolls, cake, cookies, donuts)?

6. *Question - Answer:*
   (a) Is there a (grocery) on our street? Yes, there is.
   (b) Do you have any oranges? Yes, I do. (No, I don't).
   (c) Do you have any peaches? No, I don't, but I have apples.
   (d) Do you have any flounder? No, I don't, but I have haddock.

7. *Dialog for Dramatization:*
   --Good morning, Mrs. Kahn. How are you today?
   --I'm fine, thank you, Mr. Rocco. Do you have any string beans?
   --No, I'm sorry. I don't have any string beans, but I do have fresh peas.

### Reading and Writing

Group I
(a) Copy and say: get, go, gun, gum, give.
(b) Copy the sentences from the board. (The grocer is in the grocery store.)
(c) Copy the Dialog.

Group II
(a) Copy the Dialog.
(b) Vary it.
(c) Prepare a question for each storekeeper and answer it with, "No, I don't, but I have_____."

### Summary

1. Review the highlights of the lesson and the names of stores and foods through substitution drills.

2. *Chain Drills:* "Do you have any (oranges)?" No, I don't, but I have_____."

3. *Dramatization:* First Student: I'm the (grocer).
Second Student: Do you have any (butter)?

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Have the students complete a series of related sentences. The completed sentences will constitute a short composition.
   (b) Have them read it aloud.

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## * LESSON 32 *

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*Aim:* To teach "(Do you) (need)_____?" "What (do) (you) want?" "(I want) some_____." "Yes, (I do)." "No, (I don't)." "Here it is." "Here they are."

*Vocabulary Areas:* Home; community (shopping for food)

*Pronunciation Emphasis:* (k) as in cat

*Materials Needed:* Pictures and objects found in the store and the home; a list of foods on a chart or on the chalkboard; a list of stores

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) Do you have any (bread)? Yes, I do. No, I don't.
   (b) Do you have a (dog)? No, I don't, but I have a (cat).

2. *Question - Answer:*
   (a) How old is your (son)? (He's) 12 years old.
   (b) How many (books) are there on the table? There are (two) (books) on the table.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Other Practice:*
   (a) Count around the class; first by ones, then by twos.
   (b) Practice around the class, "Mr._____ask the grocer if he has any apples."

### Oral Presentation and Repetition

1. Show a picture of a grocery store. Say, "This is a grocery store." Ask the students if they go to a grocery store. Then say, "The grocer usually asks a question. Listen to what the grocer says, 'What do you need, Mr. (Fried)?'"

2. Say, "What will (Mr. Fried) answer? Listen." Show a picture of butter and eggs. Say, "I need butter and eggs."

3. "Let's pretend we're (Mr. Fried). I'll ask, 'What do you need?'" Help students answer, "I need butter and eggs."

4. "Now let's talk about Mr. Fried. He needs butter and eggs." Ask, "What does Mr. Fired need?" Help students say, "He needs butter and eggs."

5. With pictures teach, "Do you need some bread?" Help students answer, "Yes, I do."

6. With pictures teach, "Do you have any peas?" Help them to say, "Yes, I have some." Present the other subject pronouns and engage in repetition practice.

7. Present, *Here it is* and *Here they are* as students ask for and are give various objects.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) I need some (bread).
   (b) Do you need some (fruit)?
   (c) (I want) some butter and eggs.

2. *Question - Answer Drills:*
   (a) Mr._____, do you need (a pencil)? Yes, I do. No, I don't.
   (b) What do you need, Mrs. Cohen? I need (a book).
   (c) Do you want some (fruit)? Yes, I do. No, I don't.

3. *Chain Drills:*
   (a) What do you want? I want (a notebook).
   (b) I want some (cake). Do you want any?

4. *Dialog for Dramatization:*
   --Good morning, Mrs. Jones. What do you need today?
   --Good morning, Mr. Como. I need some peaches. Do you have any?
   --Yes, I do. Do you want some pears, too?
   --No, thank you. I have some at home.

## Reading and Writing

Group I
(a) Copy and say: cat, cot, cap, cup, cob, corn, keep; pack, park, tack, took.
(b) Read and copy the list of foods.
(c) Next to each item copy the type of store where it can be bought.

Group II
(a) Read and copy the Dialog varying the items.
(b) Make a shopping list of things you want to buy for the week.

## Summary

1. Review the use of *any* and *some* with Chain Drills:
   I want some (paper). Do you have any? Yes, I do. No, I don't, but I have some_____.

2. *Substitute:*
   (I have) some bananas. (Do you) want any? Yes, (I do). (I want) two.

3. *Question and elicit answers:*
   Does the (grocer) have any (milk)? Does the (baker) have any (bread)?

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Give a simple oral comprehension exercise based on a picture.
   (b) Show the picture and tell the story simultaneously.
   (c) Do this two or three times.
   (d) Ask questions based on the story.
   (e) Repeat these twice.
   (f) Have students give a short and a long oral response.
   (g) Repeat the questions once more.
   (h) Have students write a complete answer.

(i) Put the answers on the chalkboard and make the necessary explanations.
(j) Have the class read the answers in unison.

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* LESSON 33 *
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*Aim:* To teach "Yes, I do." "No, I don't." "I don't need_____." "Yes, (I need) pencils and pens."

*Vocabulary Areas:* School; home; community; shopping

*Pronunciation Emphasis:* (d) as in dog

*Materials Needed:* Pictures and objects common to the daily environment

*PROCEDURE*

**Warmup**

1. Greetings; date; weather; time

2. *Chain Drills:*
   (a) I want some paper. Do you want any?
   (b) I don't have any bread. Do you? Yes, I do. I have some.

3. *Question - Answer:*
   (a) Do you have a dog or a cat?
   (b) Do you want any peaches? Yes, I do.
   (c) Do you have some bread?

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drills:*
   (a) She wants a dog. She doesn't want a dog. Does she want a dog?
   (b) There are three pencils on the table. Are there three pencils on the table? Aren't there three pencils on the table?

**Oral Presentation and Repetition**

1. Using classroom objects say, "There are books on the desk, but there's no pen. I need a pen."

2. Help students to answer the question, "What do I need?" with "You need a pen."

3. Say to students, "Write your name. What do you need?" Help them to answer, "I need a pencil. I need paper."

4. Show pictures of students in a classroom and say, "Students need pens and pencils. Ask, "What do they need?" Elicit, "They need pens and pencils."

5. Through dramatization and gestures, present and engage in repetition practice of: he, she, who, we, they.

6. *Substitution Drills:*
   (a) I need some (sugar).
   (b) Do you need any (paper)?

7. *Question - Answer Drills:*
   (a) What does (a teacher) need? (He) needs paper and books.
   (b) Does (a baker) need (flour)? Yes, he does.

8. *Chain Drills:*
   (a) I need some white paper. Do you have any? No I don't , but I have some yellow paper.
   (b) Do you need any butter? No, thank you, I have some.

9. *Dialog for Dramatization:*
   --Good Morning, Mr. Thomas. Do you have any beans?
   --Yes, Mrs. Cohen, I do. Do you need potatoes too?
   --No, I don't, but I need lemons and oranges.

### Reading and Writing

Group I
- (a) Write out all the Substitution Drills.
- (b) Copy the Dialog.

Group II
- (a) Have students complete a shopping list under the heading, "Things I need."
- (b) Write on the board a list of occupations and have students write in full sentences, indicating what each one needs; for example, "A teacher needs_____."

### Summary

1. Review the use of *need* and *want* by asking:
   - (a) Do you want (a new coat)?
   - (b) Do you need (a new coat)?
   - (c) (I) need (sugar and salt).
   - (d) Do (they) need (shoes and stockings)?

2. *Suggestions for further practice in reading and writing either in class or at home:*
   - (a) Have a more able student tell a story based on a picture shown to the class.
   - (b) Have him ask a few questions.
   - (c) Have different individuals respond orally.
   - (d) Have the student ask the same questions.
   - (e) Have the entire class write out the answers.
   - (f) Have them read back their answers.

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## * LESSON 34 *

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*Aim:* To teach "How much_____?" "How many_____?" along with quantity words such as pound, half-pound, quarter pound, dozen, half dozen, quart

*Vocabulary Areas:* Home; community

*Pronunciation Emphasis:* (t) as in time

*Materials Needed:* Objects such as containers, egg boxes, etc., illustrating dozen, pound, quart

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time; numbers; simple addition; colors

2. *Chain Drills:*
   - (a) Have you any paper? Yes, I have some.
   - (b) I need some sugar. Do you have any? Yes, I do. No, I don't.
   - (c) Do you want some paper? No, I have some.

3. *Question - Answer:*
   - (a) How many pencils are there on the table?
   - (b) Are there four women in the class?

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. Transform affirmative questions or answers to the negative and to the interrogative.

6. *Substitution Drills:* I (need) three pencils. (want, have)

## Oral Presentation and Repetition:

1. Using an empty quart of milk say, "I have a quart of milk."

2. Ask, "How much milk do I have?" Help students to repeat the question and to answer with, "You have a quart of milk."

3. Show an egg box. Say, "There are a dozen eggs in this box. How many eggs are there?" Elicit, "There are a dozen eggs in that box."

4. Divide the egg box into two parts. Say, "There are a half dozen eggs in this egg box. How many eggs are there?" Practice both half dozen and six.

5. Using an empty pound package of butter say, "I have a pound of butter. How much butter do I have?" Repeat with half pound and quarter pound.

6. *Substitution Drills:*
   (a) He has a dozen (apples).
   (b) I need a pound of (sugar).

7. *Question - Answer Drills:*
   (a) How many eggs are there in a dozen? a half dozen?
   (b) How much butter do you need?

8. *Chain Drills:*
   (a) (I) have (a dozen) (apples). Do you want any?
   (b) (I) need (one pound) of butter. How much do you need?
   (c) Do you need any meat? Yes, I need (two pounds) of (ham).

9. *Dialog for Dramatization:*
   --What do you need at the market?
   --I need some fruit.
   --Oranges?
   --No, I have oranges, but I want a pound of grapes and a dozen apples.
   --I also need a quart of milk and a half pound of bacon.

## Reading and Writing

Group I
   (a) Copy Substitution Drills.
   (b) Copy the Dialog.

Group II
   (a) Vary the Dialog substituting food items and amounts.
   (b) Make out a shopping list with items and amounts needed.

## Summary

1. Discuss with students kinds of foods bought by the quart, pound, dozen.

2. Plan a menu for dinner with items and amounts needed.

3. Make as many changes as possible:
   (a) He needs a dozen bananas.
   (b) Mrs. Perez wants a pound of butter.

4. Have students dramatize a shopping trip with one student playing the role of storekeeper and another the shopper.

5. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Play "Bingo" using words instead of numbers.
   (b) Have the winner read his answers and spell them.
   (c) Write them on the chalkboard.
   (d) Have the entire class read the words after you.

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## * LESSON 35 *

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*Aim:* To teach "I always (use)_____." "I never (use)_____." "There are always_____." "There are never _____." "(Is) there ever_____?"

*Vocabulary Areas:* School; home; community

*Pronunciation Emphasis:* Contrast between (d) and (t) as in dent and tent

*Materials Needed:* Previously used pictures and objects found in the school, in the home, and in the community; a calendar

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time
2. *Chain Drills:*
   (a) Do you have any (butter)? Yes, I do. No, I don't.
   (b) Where are the pencils? Here they are. There they are.
3. *Question - Answer:*
   (a) How much milk do you need? I need a quart.
   (b) Are there any blue crayons on the desk? No, but there are some red crayons.
4. Dramatize one or two previously learned dialogs with several pairs of students.
5. *Substitution Drills:* There are (three) men and (six) women in this class.
6. *Directed Practice:* Have one student ask another if he has any paper.

### Oral Presentation and Repetition

1. Using the calendar and books that you and the students always use say, "We use these books on (Monday). We always use these books. We always need these books."
2. Ask, "Do we always use these books in the classrrom?" Help students say, "Yes, we do. We always use these books."
3. Using the calendar teach *never*. Point to the calendar and say, "Do we come to school on Sunday? No, we never come to school on Sunday."
4. Now ask, "Do we come to school on Sunday?" Help students answer, "No, we never come to school on Sunday."
5. Point to the books in the classroom and say, "There are always books in the classroom." Ask, "Are there always books in the classroom?" Help students answer, "Yes, there are always books in the classroom."
6. Point to Sunday on the calendar again and say, "There are never any students in school on Sunday." Ask, "Are there ever any students in school on Sunday?" Help students answer, "No there are never any students in school on Sunday." Present the other subject pronouns and engage in repetition practice.
7. *Substitution Drills:*
   (a) (He) never needs a sweater.
   (b) (Does he) always want some candy?
   (c) (I'm) never in school on Sunday.
   (d) There are always (pencils) on the desk.
   (e) There are never any (children) in school on Sunday.
   (f) Is there ever school on (Sunday)?
8. *Question - Answer Drills:*
   (a) Are there always (pencils) on the desk? Yes, there are always (pencils) on the desk.
   (b) Does he always come to school on Monday? Yes, he always comes to school on Monday.

9. *Dialog for Dramatization:*
   --Do you have any money, Mr. Lewis?
   --No, I always need some, but I never have any.

### Reading and Writing

Group I
   (a) Read and copy the Dialog.
   (b) Write questions like those in the Question - Answer Drills.

Group II
   (a) Copy the Substitution Drills varying the subject pronouns.
   (b) Copy the Dialog varying the items.

### Summary

1. *Progressive Substitution:*
   I always want fruit.
   never
   candy.
   They

2. Have students prepare a list of statements about the classroom using *always* and *never*; for example, "Students always have pens." "Children are never in school at night."

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Show a picture; have the students write down as many persons or things as they can glean from it.
   (b) Have them read back their answers and point to the person or object named.
   (c) Write these on the chalkboard.
   (d) Have them repeat the words after you.
   (e) Spell them in unison.

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## * LESSON 36 *

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*Aim:* To teach "I get up at (seven) in the morning." "I go to bed at (ten) at night."

*Vocabulary Areas:* Home; daily routines

*Pronunciation Emphasis:* (g) and (k) in final position as in dog and duck

*Materials Needed:* Pictures of children in bed at night and rising in the morning; a bedroom; a clock with movable hands

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time

2. *Chain Drills:*
   (a) What room is this? It's (the bedroom).
   (b) What's in the (bedroom)? There's (a bed) in it.

3. *Question - Answer:*
   (a) What time is it? (Use the clock and move the hands.)
   (b) Do you have (a pencil)? Yes, I always have a pencil.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Substitution Drills:*
   (a) (Mr. Black) never needs a (pen).
   (b) It is (twenty past six).

## Oral Presentation and Repetition

1. Using a picture of a child asleep at night or making an appropriate gesture, say, "(John) goes to bed at (9) o'clock at night."

2. Ask and answer, "What time does (John) go to bed at night?"

3. Say, "I go to bed at 11 o'clock. What time do you go to bed at night?"

4. Using pictures or appropriate gestures, say, "(John) gets up at (7) o'clock in the morning. What time does (John) get up in the morning?"

5. Then say, "I get up at (8) o'clock. What time do you get up in the morning?"

6. *Substitution Drills:*
   (a) (I) get up at 6 o'clock in the morning.
   (b) He goes to bed at (9) o'clock at night.
   (c) Do you always read a book (at night)?

7. *Chain Drills:*
   (a) I get up at (6) o'clock in the morning. What time do you get up?
   (b) I go to bed at 10:30 at night. What time do you go to bed?

8. *Question - Answer:*
   (a) Do you always go to bed at (12 o'clock at night)? Yes, I do. (No, I don't.)
   (b) What time does your (son) go to bed at night?
   (c) Does (she) go to bed at 11 or 12?

9. *Dialog for Dramatization:*
   --John it's time to go to bed. It's late.
   --What time is it, Mother?
   --It's half past nine. Good night, John. Sleep well.
   --Good night, Mother.

## Reading and Writing

Group I
   (a) Read and copy the Dialog.
   (b) Copy Question - Answer Drills 3 and 8.

Group II
   (a) Pretend that you have a large family. Write a paragraph telling the age of the children in your family and the time each one goes to bed.
   (b) Compose two questions and answers based on your paragraph.

## Summary

1. Have students make statements about the time each member of the family goes to bed and gets up in the morning.

2. Repeat the statement above using *always* or *never*.

3. Have students ask each other, "What time do you get up in the morning? What time do you go to bed at night?"

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Write an original dialog.
   (b) Change it to a narrative paragraph.

## Additional Activities Devised by the Instructor

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# * LESSON 37 *
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*Aim:* To teach "Where are you from?" "Are you from (Poland)?" "I'm from (Poland)." "What language (do you) speak?" "(I) speak (Polish) at home. (in school; to my wife)"

*Vocabulary Areas:* Countries; languages

*Pronunciation Emphasis:* (h) as in hat

*Materials Needed:* Maps; previously used pictures of home and family

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) I'm from (Spain). Where are you from?
   (b) Are you from (Poland)? Yes, I am. No, I'm from (Italy).

2. *Question - Answer Practice:*
   (a) Do you always go to school at night? Yes, I do. I always go to school at night.
   (b) Do you speak English in school? Yes, I do.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Progressive Substitution:*
   (a) He always comes to school in the morning. (never) (at night)
   (b) She usually speaks (Polish) (at home).

## Oral Presentation and Repetition

1. Pointing to the United States on the map, say, "I'm from the United States. I always speak English. Let's pretend we're all from the United States. What language do we speak?" Help students say, "We speak English."

2. With a gesture encompassing the class say, "We always speak English in school. What language do we always speak in school?" Help the students to answer, "We always speak English in school."

3. Pointing to (Spain) on the map say, "Let's pretend we're from (Spain). What language do we speak? Listen, 'We speak (Spanish).'" (List the names of the countries and the language spoken in each as you present them.)

4. Show a picture of a family at home and ask an appropriate student, "Do you speak (Spanish) at home?" Elicit, "Yes, I speak (Spanish) at home." Point to a member of the family and ask, "Do you speak Spanish to (your wife)? Helps students say, "Yes, I do. I (usually) speak (Spanish) to (my wife)."

5. By means of the appropriate gestures, present the other subject pronouns (they, he, she, who) and engage in repetition practice of the patterns taught in exercises 1 through 4.

6. *Substitution Drills:*
   (a) I always speak (Spanish) at home.
   (b) (He) speaks English to the teacher.
   (c) She speaks German to her (husband).

7. *Question - Answer Drills:*
   (a) Do you speak (French) to your wife? Yes, I do. I always speak (French) to my wife.
   (b) Do you speak (English) at home? No, but I always speak (English) in school.
   (c) Do you speak (Spanish) or (English) at home?

8. *Chain Drills:*
   (a) Do you speak (French) to your son? Yes, I do. No, I don't, but I speak French to my (wife).
   (b) Are you from (Italy)? Yes, I am. No, I'm from (Greece).

9. *Dialog for Dramatization:*
--Where are you from, Mr. Bruno?
--I'm from Italy.
--Then you speak Italian.
--Yes, I speak Italian at home, but I always speak English in school.

Reading and Writing

Group I
- (a) Say and copy: hat, hot, hoot, hut.
- (b) Read and copy Substitution Drills 6.
- (c) Read and copy the Dialog.
- (d) Make up sentences from the two lists on the board; for example, "He's from Spain. He speaks Spanish."

Group II
- (a) Say and copy: hat, hot, hoot, hut.
- (b) Copy the Dialog varying the name of the person addressed, the country and the language.

Summary

1. Engage in a chain drill in which each student says, "I'm from_____. I speak_____at home."

2. *Expansion Drill:* I speak (Spanish). I always speak (Spanish). I always speak (Spanish) at home. I always speak Spanish at home to my (son).

3. *Suggestions for further practice in reading and writing either in class or at home:*
   - (a) Have the class write a list of countries, each with its official language.
   - (b) Have a student read this list aloud.
   - (c) Write this on the chalkboard.
   - (d) Have other students give additional countries and their languages.
   - (e) Read the list and have the students repeat each word after you.

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## * LESSON 38 *
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*Aim:* To teach "I usually read (Spanish)." "I sometimes write (Spanish)."

*Vocabulary Areas:* Countries; languages; communication words; frequency words

*Pronunciation Emphasis:* ($d_3$) as in John or gem

*Materials Needed:* Maps; magazines and newspapers in several languages; calendar

*PROCEDURE*

Warmup

1. *Chain Drills:*
   - (a) Do you always speak (English) in school? Yes, I always speak (English) in school.
   - (b) Do you speak (Polish) to your mother? Yes, I do. I always speak (Polish) to my mother.

2. *Question - Answer Practice:*
   - (a) Do you have some paper? Yes, I have some. No, I don't have any.
   - (b) Do you have any books at home? Yes, I have some. No, I don't.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* He always speaks English. He never speaks English. Does he always speak English?

5. *Directed Practice:* Mr._____ask Mr._____if he speaks (English) to his family.

## Oral Presentation and Repetition

1. Pointing to the United States on the map say. "Let's pretend that we're all from the United States and that we all know English very well." Hold up an English language newspaper or magazine and pretend to read. Say, "Look. This is a newspaper. We always read the English newspaper. We read English books and magazines every day." (Point to the calendar.)

2. Pointing to the newspaper ask, "What language do we read?" Help the students to say, "We read English." Repeat 1 and 2 substituting other countries and the corresponding languages.

3. In the same manner, using appropriate gestures teach, "I write English. What do I write?" Students answer, "You write English." Through dramatization and gesture present the other subject pronouns (he, she, who, we, they) and engage in repetition practice.

4. Using the calendar, teach *usually* (five or six days a week).

5. Again using the calendar, teach *sometimes* (once or twice a week).

6. *Substitution Drills:*
   (a) (I) always read (English) in school.
   (b) He sometimes writes (English) at home.
   (c) Mary usually (speaks) German at home.

7. *Question - Answer Drills:*
   (a) Do you always speak (Polish) to your wife? Yes, I do. No, I don't.
   (b) Does he write in (Spanish)? No, but he writes in (German).

8. *Replacement Drills:*
   (a) (Mary) always reads English.
   (b) (The man) sometimes writes in German.

9. *Dialog for Dramatization:*
   --Where are you from, Mr. Jacque?
   --I'm from France.
   --You speak English well, Mr. Jacque.
   --Thank you. I read and write English too.

## Reading and Writing

Group I
(a) Copy and say: joy, jump, jeep, John, Jerry, jello, just; gem, German, gin.
(b) Say and copy the Substitution Drills.
(c) Copy the Dialog.

Group II
(a) Copy and say the same words as in Group I.
(b) Say and copy the Dialog, substituting another country and another language.
(c) Write a short paragraph about yourselves, telling your name, where you are from, and what language you speak.

## Summary

1. *Progressive Substitution:*
   I read Spanish well.
   write
   They
   English
   speak

2. *Expansion Drills:*
   (a) He reads English. He reads and writes English. He reads and writes English in school. (at home, at work, to his family)
   (b) He writes in (German). (He) usually writes in German. He usually reads and writes in German.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) State the name of a country and a language.
   (b) Have the students write true or false.

(c) Have them write a correct sentence if the statement is false.
(d) Have them read back their answers.

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## * LESSON 39 *
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*Aim:* To teach "I'm (speaking) (English) now." "I'm not (speaking) (Spanish) now."

*Vocabulary Areas:* Home; school; languages; communication

*Pronunciation Emphasis:* (y) as in yes

*Materials Needed:* Maps; newspapers and magazines previously used; calendar; clock

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) Do you write (Spanish)? Yes, I do. No, I don't, but I write (Italian).
   (b) Do you always speak English in school? Yes, I do. I always speak English in school. Yes, I do. I usually speak English.

2. *Question - Answer Practice:*
   (a) Where do you live? I live in (Albany).
   (b) Do you always use a pen? Yes, I do. But I sometimes use a pencil.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Progressive Substitution:*
   They speak Spanish well.
   English
   read
   She
   write

### Oral Presentation and Repetition

1. Pointing to the map say, "I'm from the United States. I speak English. I always speak English at home to my family. I always speak English in school. I'm speaking English now. I always write English. I'm writing English now." (Write your name on the board.)

2. Ask individual students, "What language are you speaking now?" Help them answer, "I'm speaking English now."

3. Say, "I'm speaking English now. Am I speaking Spanish?" Shaking your head say, "I'm not speaking Spanish now. I'm speaking English." Pointing to them say, "You're not speaking Spanish now. You're speaking English."

4. Ask half the students, "Am I speaking Spanish?" Help the other half to answer, "You're not speaking Spanish now. You're speaking English." Reverse the roles.

5. Pointing to individual students or to groups, present all the forms of the subject pronouns and engage in repetition practice of the affirmative and negative.

6. *Substitution Drills:*
   (a) He's speaking (Spanish) now.
   (b) (They're) writing English.
   (c) (She's) not reading the newspaper now. (She's) writing a letter.

7. *Question - Answer Drills:*
   (a) Are you reading a Spanish newspaper? Yes, I am. No, I'm not.
   (b) Is she writing with a pencil now? No, she's not. She's using a pen.
   (c) Are you living in (Albany) now? Yes, I'm living in (Albany) with my family.
   (d) Are they using their books now? No, they're using their notebooks.

8. *Dialog for Dramatization:*
   --John what are you reading?
   --I'm reading a French magazine. Do you want it?
   --No, thank you. Not now. I'm writing a letter to my mother.

**Reading and Writing**

Group I
- (a) Copy and say: you, yes, yellow, your, yours.
- (b) Read and copy the Substitution Drills.
- (c) Dramatize and copy the Dialog.

Group II
- (a) Copy and say the same words as in Group I.
- (b) Read and dramatize the Dialog.
- (c) Write the answers to the Question - Answer Drills.
- (d) Write five sentences like 6c of the Substitution Drills.

**Summary**

1. *Expansion Drills:*
   - (a) I'm reading English. I'm reading and writing English. I'm reading, writing, and speaking English.
   - (b) He writes to his mother. (always)

2. *Game--Charades:* Have one student act out reading, writing, or speaking. Other students guess, "Are you speaking (Spanish)?" "Yes, I am. I'm speaking (Spanish)." or "No, I'm not speaking (Spanish)." The student who guesses correctly becomes "It". He, in turn, acts out speaking, reading, or writing.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   - (a) Write an original sentence using each of the following expressions: there is, there aren't, I do, he doesn't, here is, here are, how much, how many, we never speak, they always speak.
   - (b) Have the students read back their original sentences.
   - (c) Have others write a few on the chalkboard.

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## * LESSON 40 *

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*Aim:* To contrast "I (speak)_____." "I (am speaking)_____." "I do (speak)_____." "(I) usually speak _____." "(I) sometimes speak_____."

*Vocabulary Areas:* Home; school; community

*Pronunciation Emphasis:* Contrast between ($d_3$) and (y) as in jello and yellow

*Materials Needed:* Month's calendar; pictures of a market, of people shopping

*PROCEDURE*

**Warmup**

1. *Chain Drills:*
   - (a) Are you using a pencil? Yes, I am. No, I'm not. I'm using a pen.
   - (b) Is (Mr._____) speaking (English) now? Yes, he is. No, he's not. He's speaking (Spanish).
   - (c) Is (Mr._____) speaking (Spanish) now? No, he never speaks (Spanish) in class.

2. *Question - Answer Practice:*
   - (a) Do you always speak (Polish) at home? Yes, I always speak (Polish) at home.
   - (b) Are you using white or brown paper? I'm using white paper.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation:* They live in that (house). They don't live in that (house). Do they live in that (house)? Don't they live in that house?

## Oral Presentation and Repetition

1. Point to Saturday of each week on the month's calendar and at the same time show a picture of a market. Say, "On Saturday I don't work. I usually go to the market." Ask individual students, "Do you usually go to the market on Saturday?"

2. Using the calendar say, "On (Monday) I go to work. On Saturday I usually go to the market. When do I usually go to the market?" Elicit, "You usually go to the market on Saturday."

3. Say, "I'm from the United States. I usually speak English at home. I'm speaking English now. I have a Spanish friend. I sometimes speak Spanish to my friend.

4. Listen. "What do I usually speak at home?" Elicit, "You usually speak English at home." Listen again. "Do I sometimes speak Spanish to my friend?" Elicit, "Yes, you sometimes speak Spanish to your friend." Now listen carefully. "What am I speaking now?" Elicit, "You are speaking English now."

5. With appropriate gestures present the other forms of the subject pronouns and engage in repetition drill with *usually* and *sometimes*.

6. *Substitution Drills:*
   (a) (I) usually shop on Saturday.
   (b) We sometimes speak (Polish) at home.
   (c) He's (writing) English now.
   (d) He always (reads) English.

7. *Question - Answer Drills:*
   (a) When (do you) usually go shopping? (I) usually go shopping on Saturday.
   (b) Do you always shop on Saturday? No, I sometimes shop on Friday.
   (c) Does she sometimes write French? No, she never writes French.

8. *Transformation Drills:*
   (a) He usually goes to the store on Saturday.
   (b) Does he usually go to the store on Saturday?
   (c) What does he usually do on Saturday?

9. *Dialog for Dramatization:*
   --John, what do you usually do on Saturday?
   --We usually go shopping in the afternoon.
   --What do you do at night?
   --My wife and I sometimes go to the movies.

## Reading and Writing

Group I
(a) Read and copy Substitution Drills 6.
(b) Read and copy the Dialog.

Group II
(a) Dramatize the Dialog.
(b) Write a few sentences about what your family does over the weekend. Tell what you usually do, what you sometimes do, and what you always do.

## Summary

1. Reinforce the students' understanding of *I (speak)*, *I'm (speaking)*, and *I do (speak)*. Have them fill in the following blanks (after much oral practice, however):
   (a) We always_____(English) at home.
   (b) He usually_____(English) in school.
   (c) We're_____(English) now.
   (d) They sometimes_____(English).
   (e) I do_____(English) well.

2. *Chain Drills:* Do you usually go to the store on Monday? Yes, I do. I usually go to the store on Monday. (I sometimes go to the store on Monday. I always go to the store on Monday. I never go to the store on Monday.)

3. *Free Meaningful Response:*
   (a) Do you always go shopping over the weekend? No, I don't, but my husband does.
   (b) What do you usually do on (Monday)? (every weekend, Sunday, etc.)

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Write three sentences saying that you are feeling well today, that you are going abroad, and that you are going to spend two weeks there.
   (b) Have the students read their sentences.
   (c) Have the more able students write their sentences on the chalkboard.
   (d) After the necessary corrections, have the whole class read these after you.

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## * LESSON 41 *

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*Aim:* To teach "(Close) the window." "Please (close) the window." "(Close) the window please." "Don't close the window."

*Vocabulary Areas:* School; home

*Pronunciation Emphasis:* (l) in initial position as in like

*Materials Needed:* The classroom itself; objects in the classroom and in the home; pictures of weather scenes

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time; numbers; simple addition; colors

2. *Chain Drills:*
   (a) What's the weather like today? It's warm. It's cold. It's rainy. It's hot.
   (b) What are you reading? I'm reading a (book).
   (c) What do we speak in class? We always speak English.

3. *Question - Answer Practice:*
   (a) Do (you) usually shop in this store? Yes, I do. No, I don't. I sometimes do.
   (b) When do you read the newspaper? I usually read (at night).

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Directed Practice:*
   (a) Mr._____ask Mr._____what he's doing now.
   (b) Mr._____ask Mr._____what he usually does on Sunday.

### Oral Presentation and Repetition

1. Open a window and say, "Let's pretend it's cold in the classroom. The window is open. What should we do? We should close the window. Mr._____, please close the window."

2. "Now it's too warm in here. Open the window please, Mr._____."

3. "Let's pretend it's raining outside. The rain is coming in. Mr._____ wants to open the window. I don't want him to open the window. What would I say? Don't open the window, please."

4. "Now let's pretend it's time to leave. Listen. (Pantomime) Close your books, please. Put on your coats. Please don't forget your pens and notebooks."

5. Present and engage in repetition practice of any familiar verb; for example, write your name; read this work; speak to your friend.
   (a) Have Mr._____actually close the window.
   (b) Have Mr._____actually open the window.

6. *Substitution Drills:*
   (a) Close the (window), please.
   (b) Don't eat the (apple).
   (c) Please speak to me in (English).

7. *Directed Practice:*
   (a) Have one student tell another to please open his book.
   (b) Have one student tell another to use the blue pen.

8. *Expansion Drill:* Write a letter. Write a letter to John. Write a long letter to John.

9. *Dialog for Dramatization"*
   --It's warm in here. Mary, please open the window a little.
   --Do you want me to open the door, too?
   --No, please don't open the door. The baby might go out.

## Reading and Writing

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Make a list of rules for your children, for example:
  -Get up on time.
  -Study your lesson.
  -Help your mother.
(b) Make a list of things they should not do, for example:
  -Don't go to school late.
  -Don't eat too fast.
  -Don't make too much noise.
  -Don't forget your books.

## Summary

1. Discuss with the students what they should do in order to improve their English. Formulate some rules they should follow for example:
   -Speak English when you can.
   -Read English language newspapers.
   -Speak to your children in English.
   -Watch television.
   --Don't speak (Spanish) all the time.

2. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Write five sentences stating that it is time to go to class, that it is necessary to pay attention in class, that you are learning to speak, read, and write in English, that you need paper and pen, and that you enjoy the work.
   (b) Follow the same order as in the previous lesson.

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## * LESSON 42 *

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*Aim:* To teach "Where (are you) going?"

*Vocabulary Areas:* Shopping in the community; names of offices; time; words indicating futurity; for example, later, tomorrow, tonight, etc.

*Pronunciation Emphasis:* (1) in final position as in call

*Materials Needed:* Previously used pictures of stores and the community; objects; calendar; clock

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) What do you need at the store? I need a dozen (eggs).
   (b) What time do you usually (get up)? I usually (get up at seven) o'clock.

2. *Question - Answer Practice:*
   (a) Does he usually go to school on (Wednesday)? Yes, he does. No, he doesn't. He never goes to school on (Wednesday).
   (b) Do the children want some candy? Yes, they do. No, they don't.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* He needs a (coat). He doesn't need a (coat). Does he need a (coat)? Doesn't he need a coat?

5. *Expansion Drill:* He always goes to the store. He always goes to the store on Saturday. He always goes to the store on Saturday with his wife.

## Oral Presentation and Repetition

1. Using the calendar and clock say, "Let's pretend today is Saturday at 10 o'clock. I usually shop on Saturday. I need many things today." Showing pictures say, "I need butter and eggs, fruit and vegetables. I'm going to the supermarket at 11 o'clock."

2. Again say, "It's Saturday. I need many things at the market. I'm going to the market." Ask, "Where am I going?" Help students say "You're going to the market."

3. Show a picture of a (drugstore). Say, "I need (toothpaste)." Ask, "Where am I going?" Elicit, "You're going to the (drugstore)."

4. Say, "Look at the calendar. Pretend it's Monday. I always go to school on Monday night. Where am I going tonight?" Elicit, "You're going to school tonight."

5. With appropriate gestures present the other forms of the subject pronouns and engage in repetition practice with "going" to a place.

6. *Substitution Drills:*
   (a) (I'm) going to the store later.
   (b) She's going to the (grocery store) tomorrow.
   (c) We're going to school at (9) o'clock.
   (d) I'm going to the doctor's office (next week.)

7. *Question - Answer Drills:*
   (a) Where are you going, Mary? I'm going to (school).
   (b) When are you going to the (store)? I'm going on (Saturday).
   (c) Are you going to the (supermarket) on (Friday)?
   (d) No, I'm going on (Saturday) morning.

8. *Transformation Drills:*
   (a) She's going to the bakery later. She's not going to the bakery later. Is she going to the bakery later? Isn't she going?
   (b) We're going to Albany next week. We're not going to Albany next week. Are we going to Albany next week? Aren't we going?

9. *Dialog for Dramatization:*
   --Mary, we have no fruit in the house. Are you going to the store later?
   --Yes, I'm going to the supermarket.
   --Would you buy some apples and grapes?
   --Yes, of course.

## Reading and Writing

Group I
   (a) Read and copy the Substitution Drills.
   (b) Read and copy the Dialog.

Group II
(a) Dramatize the Dialog.
(b) Copy the Question - Answer Drills, varying the words in the parentheses.

### Summary

1. *Transformation Drills:*
   (a) (He's) going to the movies later. (He's) not going to the movies later. Is (he) going to the movies later? Isn't he going?
   (b) I'm in the store now. I'm going to the store later.

2. *Expansion Drills:*
   (a) We're going to the drugstore. We're going to the drugstore and the grocery store. We're going to the drugstore, the grocery store, and the bakery.
   (b) We go to the supermarket on Saturday. We (always) go, etc.

3. Give extensive drill in "to school" but "to the (drug) store."

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Give the students a narrative paragraph.
   (b) Have them read it silently and then change it to a dialog.
   (c) Have them read their dialogs aloud.
   (d) Have some read the narrative aloud.
   (e) Ask questions, the answers to which the students can find verbatim in the material being read.

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## * LESSON 43 *

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*Aim:* To teach "(I'm) going to (buy)_____." "When (are you) going to (visit) the (doctor)?" "What (are you) going to (get)?"

*Vocabulary Areas:* School; home; community; shopping

*Pronunciation Emphasis:* (m) in final position as in name

*Materials Needed:* Previously used objects and pictures of stores in the community; calendar; number cards

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) I'm going to the (bakery). Where are you going? (Teach the stress with "you".)
   (b) I need (butter). Do you need any? Yes, I do. No, I don't.
   (c) Close the (door). Please close the (door). Please don't close the door.

2. *Question - Answer Practice:* (with pictures and number cards)
   (a) Where are you going: I'm going to the (drugstore).
   (b) How much sugar do you need? I need 2 pounds.
   (c) When are you going to the doctor? I'm going next week.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* He's going to (school). (He's not going to (school). Is (he) going to (school)? Isn't he going to school?

5. *Directed Practice:* Have one student ask another to please close the (door).

### Oral Presentation and Repetition

1. Pointing to Saturday on the calendar and showing a picture of a market say, "Let's pretend today is Saturday. I usually shop on Saturday. I'm going to the market. I need fruit and vegetables. Now listen carefully. I'm going to buy fruit and vegetables."

2. Show a picture of fruit and vegetables and ask, "What am I going to buy?" Help them to answer, "You're going to buy fruit and vegetables."

3. Show them a picture of a fruit market. Ask, "Where am I going to buy fruit and vegetables?" Help them to answer, "You're going to buy fruit and vegetables in the market."

4. With the appropriate pictures and gestures, present the other forms of the subject pronouns and engage in repetition practice.

5. *Substitution Drills:*
   (a) (I'm) going to buy some fruit.
   (b) He's going to read the (newspaper).
   (c) We're going to (practice) English now.
   (d) He's going to close the (door).

6. *Question - Answer Drills:*
   (a) Is your wife going to learn English? Yes, she is. She's going to learn English too.
   (b) Are you going to use the blue crayon? Yes, I am. I'm going to use the blue crayon. No, I'm not. I'm going to use the red crayon.

7. *Transformation Drill:* They're going to buy candy. They're not going to buy candy. Are they going to buy candy? What are they going to buy?

8. *Dialog for Dramatization:*
   --Are you going to the market today, Mrs. Ford?
   --Yes, I am. Are you going too?
   --Yes, I'm going to get some meat and vegetables.
   --Are you going soon? Let's go together.

### Reading and Writing

Group I
(a) Say, write, and read: came, fame, game, tame; home, Rome, comb, some.
(b) Read and copy the Substitution Drills.
(c) Read and copy the Dialog.

Group II
(a) Copy the Dialog.
(b) Vary it by changing the type of store and the items to be bought.

### Summary

1. In order to practice the uses of "I'm going to_____", engage in:
   (a) *Question - Answer:* (Encourage free, meaningful responses.)
   Where are you going later? What are you going to buy on Saturday? What are you going to do tomorrow?
   (b) *Expansion Drill:*
   He's going out. He's going out to buy a newspaper. He's going out to buy a newspaper later.

2. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Show several different pictures.
   (b) Have students write a caption for each picture.
   (c) As you hold up the pictures again, have each student read the caption which he thinks corresponds.

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## * LESSON 44 *

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*Aim:* To teach "Let's (read)." "Let's not go to the (zoo)."

*Vocabulary Areas:* Home; community; leisure time activities

*Pronunciation Emphasis:* (n) in initial position as in number

*Materials Needed:* Calendar; pictures of a beach, a theater, a zoo, a park; pictures of a family watching television, reading, listening to the radio; picture of a rainy day scene

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) When are you going to visit the doctor? Next (Wednesday) at (4) o'clock.
   (b) What are you reading? I'm reading a (book).

2. *Question - Answer Practice:*
   (a) What time do you (get up)? I (get up) at (6) o'clock.
   (b) Where do you shop? I usually shop at the supermarket.
   (c) Are you (writing) to your mother in English or in (French)?

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* (Close) the door, please. Please (close) the door. Please don't (close) the door.

## Oral Presentation and Repetition

1. Pointing to the calendar say, "Let's pretend today is Sunday. It's a holiday. The sun is shining." Show a picture of a family and of a zoo. "Listen to what the mother is saying. 'Let's go to the zoo.'"

2. "What is the mother saying?" Help students say, "Let's go to the zoo."

3. Show a picture of a rainy day scene. Say, "It's cold and it's raining today." Shake your head and tremble with cold. Say, "Let's not go to (the zoo)." Helps students say, "No, let's not go to (the zoo) today."

4. Say, "It's cold and it's raining. The father doesn't want to go out. He says, 'Let's stay home.'" Display pictures of a family watching television, reading, listening to the radio, etc. Say, "Let's watch television, (read), etc."

5. "Pretend you're with your family. You're staying home. What would you say?" Help individual students to say, "Let's (listen to the radio)" as you point to pictures of the varied activities.

6. *Substitution Drills:*
   (a) Let's read a (book).
   (b) Let's not go to the (park).
   (c) Let's not get up at (6) o'clock.

7. *Question - Answer Drills:*
   (a) Where do you want to go? Let's go to the (movies).
   (b) Do you want to read a magazine? No, let's (watch television).

8. *Expansion Drills:*
   (a) Let's go to the store. Let's go to the store this afternoon. Let's go to the store later this afternoon.
   (b) Let's go to the park. Let's not go to the park. Go to the park. Let's go to the park.

9. *Dialog for Dramatization:*
   --It's a holiday today. What do you want to do?
   --Let's visit our friends, the Steiners.
   --Where do they live?
   --Not far. We can walk there.

## Reading and Writing

Group I
   (a) Read and copy the Substitution Drills.
   (b) Dramatize and copy the Dialog.

Group II
   (a) Dramatize the Dialog.
   (b) Then copy the Dialog, varying suggestions to what to do during the holiday; for example, "Let's go to the zoo."

## Summary

1. Pretend the class is going to have a party. Let each student suggest some form of entertainment or something to be served; for example, Let's sing songs. Let's play the piano. Let's have some cake, etc.

2. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Make up a list of 10 questions based on any of the material studied thus far.
   (b) Read these twice.
   (c) Have the students write out the answers.
   (d) State the questions once more and have each student read his answers.

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## * LESSON 45 *

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*Aim:* To teach "How (are you) going?" "(I'm) going by (bus)." "(He's) going to take the (train)." "(He) (always) take(s) the (bus)."

*Vocabulary Areas:* Transportation; community facilities

*Pronunciation Emphasis:* (n) in final position as in man

*Materials Needed:* Pictures of cars, trains, buses; pictures of a hospital, clubhouse, library, clinic, etc.; calendar; clock

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) What do you want to do tonight? Let's (watch television).
   (b) When are you going to the (dentist)? On (Monday) at (10) o'clock. (Cue with pictures, calendar, and clock.)
   (c) Where do you usually go on Sunday? We usually go to the (movies).

2. *Question - Answer Practice:*
   (a) Where are you going today? I'm going to the (movies). (Cue with pictures.)
   (b) When do you want to go to the (park)? Let's go (tomorrow).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Expansion Drill:* Let's go to the movies. Let's go to the movies tonight. Let's go to the movies tonight at 8 o'clock.

5. *Directed Practice:* Have one student ask another to please go to the office.

### Oral Presentation and Repetition

1. Show a picture of a hospital and a bus and say, "My friend Mrs. (Prager) is in the hospital. I'm going to visit her today. I'm going to the hospital by bus."

2. Show a picture of a bus and ask, "How am I going to the hospital?" Help the students to answer, "You're going by bus." Engage in the same questions and answers with *train* and *car*.

3. Show a picture of a local train. Say, "Listen. We can say this in another way. Next Sunday I'm going to the zoo in the park. I'm going to take the train to the zoo." Ask, "How are you going to the zoo?" Help students say, "I'm going to take the train."

4. Show pictures of various community facilities: a library, a clinic, a clubhouse, and list them on the board. Displaying the pictures one at a time ask, "How are you going to the clinic?" Help individual students answer, "I'm going to the (clinic) by (bus)" or "I'm going to take the (train) to the (clinic)."

5. With appropriate gestures, present the other forms of the subject pronouns and engage in repetiton practice.

6. *Substitution Drills:*
    (a) (I'm) going by bus.
    (b) He's going to take the (train).
    (c) We're going to the (clinic) by bus.
    (d) Let's go by (bus).

7. *Question - Answer Drills:*
    (a) Do you take (the bus) to the hospital? Sometimes I take (the bus), and sometimes I go by (car).
    (b) How do you usually go to the clubhouse? I usually go by (bus).
    (c) Do you take the bus or the train to the (clinic)?

8. *Transformation Drill:*
    (a) They go to the clinic by car. They don't go to the clinic by car.
    (b) Do they go to the clinic by car? Let's go to the clinic by car.

9. *Dialog for Dramatization:*
    --John, I have a bad toothache.
    --Do you want to go to the dentist or to the clinic, Mary?
    --Let's go to the clinic. It's nearer.
    --Good. We can go there by bus.

## Reading and Writing

Group I
    (a) Write: Ben, den, pen, ten, when, men.
    (b) Read and copy the Substitution Drills.
    (c) Practice and copy the Dialog.

Group II
    (a) Answer the Question - Answer Drills.
    (b) Expand the following sentences:
        I'm going by train.
        He's going to take a bus.
    (c) Tell where, when, who; for example, "I'm going by train to the hospital on Wednesday to see my friend."

## Summary

1. Using the list of community facilities on the board, fill in the following orally and then in writing:
    (I go) to the_____by_____.
    (I take) the_____to go to the_____.

2. Vary the places and the means of transportation.

3. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Show pictures with captions, some of which may be correct and others, incorrect.
    (b) Have the students read the captions to themselves. If the caption fits the picture, they write *true*; if it is incorrect, have them write an appropriate one.
    (c) Have the students read their answers aloud.

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## * LESSON 46 *
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*Aim:* To teach "There's no (butter) in the house." "There are no (oranges) for breakfast." "How much does (it) cost?" "(It) cost(s) (25) cents a (dozen)."

*Vocabulary Areas:* Food; food prices

*Pronunciation Emphasis:* Contrast (n) and (m) in final positions as in tan and ram

*Materials Needed:* Previously used pictures of food, of a refrigerator; a chart or the chalkboard on which three or four items of food can be listed; a calendar; picture series with food items

*PROCEDURE*

## Warmup

1. Greetings; date; weather; time; numbers; simple addition; colors

2. *Chain Drills:*
   (a) Where are you going to shop? I'm going to the (grocery) store.
   (b) What are you going to buy at the market? I'm going to buy a (dozen eggs).
   (c) How much (sugar) do you need? I need (5 pounds).

3. *Question - Answer Practice:*
   (a) How many (eggs) are there in a dozen?
   (b) Do you want any fruit? Yes, I want (a pound) of (grapes) and (a half dozen) oranges.
   (c) How are you going to the store? I'm going (by bus).

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Directed Practice:* Mr._____tell Mr._____to please buy a quart of milk.

6. Review quantity words such as quart, dozen, pound, etc.

## Oral Presentation and Repetition

1. Point to the calendar and say, "Today is Saturday and I'm going shopping. I need many things. I'm going to make a list of the things I need." Show the picture of an open refrigerator. Say, "There's no butter in the refrigerator." Write the word *butter* on the chart or on the board.

2. Then ask, "Is there any butter in the refrigerator?" Help the students answer, "There's no butter in the refrigerator." Using pictures, follow the same pattern with milk and with oranges, eliciting for the latter, "There are no oranges in the refrigerator." Add each item to the list on the board.

3. Say, "Now I have a list of things I need at the market." Next to the first item on the list write its current cost. Say, "How much money am I going to need? Butter costs (75 cents) a pound." Ask, "How much does butter cost?" Help students say, "Butter costs (75 cents) a pound."

4. Next to *milk* write *28 cents*. Say, "Milk costs 28 cents a quart." Ask, "How much does milk cost?" Help students to reply, "Milk costs (28 cents) a quart."

5. Next to *oranges* write *59 cents*. Say, "Oranges cost (59 cents) a dozen." Ask, "How much do oranges cost?" Help students say, "Oranges cost (59 cents) a dozen."

6. *Substitution Drills:*
   (a) There's no (milk) in the refrigerator.
   (b) There are no (potatoes) for dinner.
   (c) How much does (the book) cost?
   (d) How much do (the vegetables) cost?

7. *Question - Answer Drills:*
   (a) How much does a pound of (ham) cost? (Ham) cost (75 cents) a pound.
   (b) Is there any (dessert) for dinner? No, there's no (dessert).
   (c) Are there any (eggs) in the refrigerator? No, there are no (eggs) in the refrigerator.

8. *Transformation Drills:*
   (a) Bacon costs 99 cents a pound. Does bacon cost 99 cents a pound? Bacon doesn't cost 99 cents a pound. Doesn't it cost 99¢ a pound?
   (b) Beans are cheap this week. Beans aren't cheap this week. Are beans cheap this week? Aren't beans cheap this week?

9. *Dialog for Dramatization:*
   --John, there's no candy in the house. Please buy some.
   --How much do you want?
   --A pound of chocolate, please.
   --How much does a pound cost?
   --About a dollar 50 a pound. Here are 2 dollars.

## Reading and Writing

Group I
- (a) Read and copy the Substitution Drills.
- (b) Vary the items in the parentheses.
- (c) Write out the Question - Answer Drills.

Group II
- (a) Read and dramatize the Dialog.
- (b) Copy the Dialog substituting another item for *the candy*.
- (c) Write a narrative paragraph based on the Dialog. Many model paragraphs based on dialog should be prepared and practiced.

## Summary

1. *Three way chain drills:*
   First Student: There's no (milk). Please buy (a quart).
   Second Student: How much does (milk) cost?
   Third Student: It costs (28 cents) (a quart).

2. *Suggestions for further practice in reading and writing either in class or at home:*
   - (a) Give a short dictation based on the vocabulary studied in this lesson.
   - (b) After correcting it, have the students rewrite it changing as many items as possible.
   - (c) Have each student read his own version.

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## * LESSON 47 *

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*Aim:* To teach "Why are you going to (the dentist)? "I'm going to the (jewelry store) because_____." "I'm going to see my lawyer because_____."

*Vocabulary Areas:* Community shops and facilities

*Pronunciation Emphasis:* (p) in initial position as in pill

*Materials Needed:* Previously used pictures of a store, hospital, clubhouse, clinic, doctor's office, etc; pictures of a family; items which can be bought in various stores

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   - (a) Where are you going tomorrow? I'm going to the (dentist).
   - (b) What do you need for dinner? I need (a dozen eggs) and (a pound of meat).
   - (c) Does (Mr. Davis) work in a tailor shop? No, he works in a (laundry).

2. *Question - Answer Practice:*
   - (a) Who's (Mr. Flynn)? He's the jeweler.
   - (b) Do you have any (paper)? No, I'm going to buy some.
   - (c) How much does a notebook cost? Twenty cents.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drills:*
   - (a) He's a barber. He's not a barber. Is he a barber? Isn't he a barber?
   - (b) They need new shoes. They don't need new shoes. Do they need new shoes? Let's buy shoes.

## Oral Presentation and Repetition

1. Show a picture of a dentist's office. Hold your hand to your face and say, "I have a toothache. I'm going to the dentist because I have a toothache."

2. Say, "Pretend you have a toothache. Why are you going to the dentist?" Help individuals answer, "I'm going to the dentist because I have a toothache."

3. Hold up your watch. Put it to your ear. Say, "My watch doesn't work. I'm going to the jewelry store." Repeat, "I'm going to the jewelry store because my watch doesn't work."

4. Follow the procedure in 2 above. Help students answer, "I'm going to the jewelry store because my watch doesn't work."

5. Show a picture of a library. Say, "I need a book for school. I'm going to the library." Repeat, "I'm going to the library because I need a book for school." Repeat the procedure as in 2 and 4.

6. Show a picture of a family and of a clinic and say, "This mother is saying, 'We're going to the clinic because our son is sick.'" Repeat the procedure as in 2 and 4. In like manner, present the other subject pronouns and engage in repetition practice.

7. *Substitution Drills:*
   (a) (I'm) going to the market because (I) need milk.
   (b) He's going to the clinic because his (son) is sick.
   (c) He's going to buy some (peaches) because he doesn't have any.

8. *Question - Answer Drills:*
   (a) Why (are you) going to the hospital? (I'm) going to the hospital because (my) son's ill.
   (b) Why is (Mary) going to the dress shop? (Mary's) going to the dress shop because she needs a new dress.
   (c) Why is Mother going to the drug store? Mother's going to the drug store because there's no toothpaste in the house.

9. *Dialog for Dramatization:*
   --Where are you going, John?
   --I'm going to the movies because I want to see the new picture.
   --What's playing?
   --A mystery. I'm going to take the bus. Do you want to go with me?
   --Yes, I'd love to.

## Reading and Writing

Group I
   (a) Write: pit, Pete, pot, pat, put, pet.
   (b) Read and copy the Substitution Drills.
   (c) Write answers to the questions in 8.

Group II
   (a) Read and copy the Dialog varying the place to which John is going, the reason why he is going, and the means of transportation.
   (b) Have each student write a narrative paragraph based on the Dialog.

## Summary

1. Have each student think of something he must do. Cue the situations with appropriate pictures. Help him make sentences such as:
   (a) I'm going to the drug store because I need medicine.
   (b) I'm going to the barber because I need a haircut.

2. *Game:* One student who is "It" asks, "Why am I going to the (market)?" The other students have to guess, "You're going to the market because you need (eggs)." The student who guesses correctly then becomes "It".

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Make a list of 10 statements based on material already studied. These may be mimeographed or written on the chalkboard.
   (b) Have the students write a response, which might appropriately be said by the other person in a conversation, for each of the statements in the list.
   (c) Have the students read their responses.

## Additional Activities Devised by the Instructor

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# * LESSON 48 *
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*Aim:* To teach "Whose (coat) is that?" "It's (my) (coat)." "It's (mine)."

*Vocabulary Areas:* Classroom; people; ownership

*Pronunciation Emphasis:* (p) in final position as in cup

*Materials Needed:* Objects used in the classroom; articles belonging to the students

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) Where's your (pen)? Here it is.
   (b) How old is your (son)? He's (five) years old.
   (c) What color is (his) coat? (His) coat is (red).

2. *Question - Answer Practice:*
   (a) Is your hat on the desk? Yes, it is. No, it's not. It's in the closet.
   (b) Did you come in (his) car? Yes, I did. No, I came in my car.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Progressive Substitution:*
   That's my book.
   your
   This is magazine.

## Oral Presentation and Repetition

1. Ask the students to place upon the desk any item of their own; for example, a purse, a book, a pen, a keyring, etc. Walk up to a student's desk, point to the object he has placed there and say, "This is his (pen)," pointing to the student.

2. Then holding up the pen, say, "Listen to my question. 'Whose pen is this?' Listen to the answer, 'It's his pen.'" (Engage in repetition.) Ask, "Whose pen is this?" Have them answer, "It's his."

3. Repeat this procedure using a woman's (purse). Help them to answer the question, "Whose (purse) is this?", first with "It's her purse," and then with "It's hers."

4. From your desk pick up your purse, or your handkerchief, or some object which the students know belongs to you. Hold it up and say, "This is my (purse). It's mine," pointing to yourself.

5. Then touch the (keyring) on a student's desk and ask, "Whose (keyring) is this?" Help the individual student say first, "It's my keyring," and then "It's mine." In a similar fashion present other familiar appropriate vocabulary items; for example, "It's our house. It's ours."

6. *Substitution Drills:*
   (a) It's (my) book.
   (b) This is (mine).
   (c) They're (his).
   (d) Whose (hat) is that?

7. *Question - Answer Drills:*
   (a) Whose (dog) is that? It's (my) dog. It's mine.
   (b) Is this your (house). Yes, it is. It's my (house). It's mine.
   (c) Is that his (car) or yours? It's mine.
   (d) Whose (cat) is that? It's ours. It's not theirs.

8. *Transformation Drills:*
   (a) This is her book. This isn't her book. Is this her book?
   (b) That is their brother. Is that their brother? That's not their brother.
   (c) That blue hat is his. The blue hat isn't his. Is the blue hat his? Whose hat is this?

9. *Dialog for Dramatization:*
    --I've lost my hat.
    --Is this yours?
    --No, that hat's red. Mine's blue.
    --Here's a blue hat.
    --That's mine. Thank you very much.

### Reading and Writing

Group I
- (a) Read and copy the substitution drills above.
- (b) Read and copy the Dialog.

Group II
- (a) Write the answers to questions in 7.
- (b) Dramatize the Dialog and copy it varying the article of clothing and the colors.
- (c) Write a narrative paragraph based on the Dialog.

### Summary

1. *Transformation Drill:* This pen is (mine). This pen isn't (mine). Is this pen (mine)? Whose is this pen?

2. Read this paragraph. Answer the questions orally and then in writing. John lost his hat. His friend found a red hat. John said his hat was blue, not red.
    - (a) Who lost a hat?
    - (b) Who found a hat?
    - (c) What color hat did the friend find?
    - (d) What color was John's hat?
    - (e) Is John's hat red or blue?

3. *Suggestions for further practice in reading and writing either in class or at home:*
    - (a) Have the students write five questions with their appropriate answers.
    - (b) Have them read both their questions and answers.

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## * LESSON 49 *
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*Aim:* To teach "Which is (yours)?" "(This) one is (mine)." "(These) are (mine)." "The (one) on the (chair) (is) (mine)."

*Vocabulary Areas:* People; personal pronouns

*Pronunciation Emphasis:* Contrast between (b) and (p) in initial position as in bet and pet

*Materials Needed:* Objects in the room; articles belonging to the students

*PROCEDURE*

### Warmup

1. *Chain Drills:*
    - (a) Whose purse is this? It's (my) purse. It's not (my) purse. It's mine.
    - (b) Where is your (notebook)? It's (on the desk).
    - (c) Whose (pen) are you using? I'm using (hers).

2. *Question - Answer Practice:*
    - (a) Where is the big red book? It's (in my desk). It's (on the table).
    - (b) Are these (your) (pencils)? No, they're (hers).
    - (c) What do you want? I'd like (your) (magazine).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
    - (a) Have one student ask another whose book he's reading.
    - (b) Have one student ask another where her hat is.

5. *Transformation Drill:*
   (a) It's (mine).
   (b) It's (ours).

## Oral Presentation and Repetition

1. As you did in the previous lesson, ask the students to place on their desks any item they may have on their persons such as a purse, keyring, handkerchief, etc. Pick up two similar items and say, "I have two (pens). This (pen) is Mr. X's. This (pen) is Mr. Y's." Point to the student to whom one of the pens belongs and say, "This one is (his)."

2. Still holding both items and pointing to the owner of one of them, ask the class, "Which one is his?" Help student say, "That one is his." Point to the owner of one of the pens and ask, "Is this one yours?" Help individual student say, "Yes, it's mine."

3. Take one of the items back to your desk and with the other hand pick up your (pen) and say, "This one is mine." Ask, "Which one is mine?" Help them answer, "That one is yours."

4. Place your (book) on the chair and a student's (book) on the table. Say, "This one on the chair is mine. The one on the table is his," pointing each time. Pointing to your own book ask, "Which book is mine?" Help them answer "The one on the chair is yours."

5. Point to the student's book on the table and ask, "Which one is his?" Help students answer, "The one on the table is his." Move around the room. Pick up two items and say, "Which one is yours?" Help the individual students say, "This one is mine." Present the other personal pronouns (ours, theirs, etc.) and engage in repetition practice.

6. *Substitution Drills:*
   (a) That (book) is hers.
   (b) The ones (on the chair) are mine.
   (c) This one is (his).

7. *Question - Answer Drills:*
   (a) Which book is yours? That one is mine.
   (b) Which book is (his)? The one on the table is (his).
   (c) Is this (hat) yours? No, the one (in the closet) is mine.

8. *Transformation Drills:*
   (a) This one is (his). This one isn't (his). Isn't this one (his)?
   (b) The one (in the closet) is hers. The one (in the closet) isn't hers. Is the one (in the closet) hers? Isn't the one (in the closet) hers?
   (c) The one on the table is his. The ones on the table are his.

9. *Dialog for Dramatization:*
   --I'd like to look at a magazine.
   --Take mine, John.
   --Which one is yours?
   --The red one on the table.
   --Thanks, Tom.

## Reading and Writing

Group I
(a) Read and copy the substitution drills above.
(b) Copy Transformation Drills 8.

Group II
(a) Read and copy the Dialog varying the item and its location.
(b) Write 10 sentences like the model Substitution Drill 6.

## Summary

1. *Directed Practice:*
   (a) Have one student ask another which (coat) is his.
   (b) Have the second student respond, "The one (in the closet) is mine. (That) one is mine. That (blue) one is mine."

2. *Reading and Comprehension:* John wants to look at a magazine. Tom tells him to take his. He says it's the red one on the table.
    (a) Who wants to look at a magazine?
    (b) What does John want to look at?
    (c) Who tells him to take his?
    (d) Which one is Tom's magazine?

3. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) In each of the following sentences underline the word or words that are incorrect; then rewrite the corrected sentence.
        This one are mine.
        It's mine coat.
        How many does a notebook cost?
        Please closes the window.
        He leaves the house in 10 o'clock at the morning.
    (b) Have the students read the corrected sentences.

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## * LESSON 50 *

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*Aim:* To teach the seasons of the year; patterns of time using *in* and *at*; in (an hour); in (the afternoon); at (4) o'clock; at (midnight); in (July); in (the spring)

*Vocabulary Areas:* Seasons of the year; weather

*Pronunciation Emphasis:* Contrast between (b) and (p) in final position as in cab and cap

*Materials Needed:* Clock with movable hands; calendar with all the months of the year on one sheet; scenes of winter, spring, summer, fall

*PROCEDURE*

### Warmup

1. *Chain Drills:*
    (a) Which is your (hat)? The (blue) one is mine.
    (b) Which are your (books)? The ones (on the chair) are mine.
    (c) Whose dog is that? It's not (his). It's (hers).

2. *Question - Answer Practice:*
    (a) Why are you going to (the dentist)? I'm going to the (dentist) because I have (a toothache).
    (b) Is there any (butter) in the refrigerator? No, there is no (butter) in the refrigerator.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
    (a) Have one student ask another what time it is.
    (b) Have one student ask another what the weather's like.

5. *Transformation Drills:*
    (a) (This is) mine. These are (mine).
    (b) That is mine. Those are mine.

### Oral Presentation and Repetition

1. Show a picture of a winter scene. Point to the winter months on the calendar and say, "Let's pretend that it's cold and snowing today. It's winter." Ask, "What's the weather like today?" Individual students will answer, "It's cold and it's snowing." Repeat, "It's cold and it's snowing. It's winter." Then ask, "What season of the year is it?" Help students answer, "It's winter."

2. Then repeat, "It's cold and it's snowing. Let's take a walk in the snow. I'll be ready in an hour." Moving the hands of the clock ask, "Will you be ready in an hour?" Help students say, "Yes, I'll be ready in an hour."

3. Pointing to the clock say, "It's 1 o'clock in the afternoon now." Push the hour hand ahead one hour and say, "I'll be ready at 2 o'clock." Ask, "Will you be ready at 2 o'clock?" Help students say, "Yes, I'll be ready at 2 o'clock." Using the calendar and a picture of spring, summer, and fall present each season of the year in the same manner.

4. Say, "Now let's pretend that you are going to visit your uncle in the country where you were born." Point to (Spain) on the map and to (July) on the calendar. Say, "I'm going to (Spain) in (July) to visit my uncle."

5. Ask the appropriate student, "When are you going to (Spain)?" Help the individual student to answer, "I'm going to (Spain) in (July)." With the appropriate gestures present all forms of the subject pronouns and engage in repetition practice.

6. *Substitution Drills:*
    (a) We're going at (4) o'clock.
    (b) Let's visit Mary in (the morning).
    (c) I'm going to church at (noon).
    (d) Do we go to school in the (winter)?
    (e) I'm going to Spain in (May).
    (f) (I'll) be ready in an hour.

7. *Question - Answer Drills:*
    (a) When (are you) going to the dentist? (I'm) going to the dentist at (9) o'clock.
    (b) What's the weather like in (winter)? It's (cold) in the (morning).
    (c) When (do you) eat (your) lunch? (I) eat (my) lunch at (noon).
    (d) When (are you) going to (Italy)? (I'm) going to (Italy) in (August).

8. *Transformation Drills:*
    (a) He's coming in half an hour. He's not coming in half an hour. Is he coming in half an hour? Isn't he coming in half an hour?
    (b) He usually goes to bed at midnight. He doesn't usually go to bed at midnight. Why does he usually go to bed at midnight? When does he usually go to bed?

9. *Dialog for Dramatization:*
    --To, it's a lovely spring day. Let's go for a walk in the afternoon.
    --I'd love to. It's now 12 o'clock. When do you want to go?
    --I'll be ready in an hour. Let's leave at 1 o'clock.
    --Fine, I want to be home at four.

## Reading and Writing

Group I
    (a) Say and write: cab, cap, gab, gap, lab, nab, nap.
    (b) Read and copy the substitution drills above.
    (c) Read and dramatize the Dialog.

Group II
    (a) Say and write the same words as above.
    (b) Write a paragraph describing one of the seasons. Tell what months are in the season. Describe the weather. Tell what you like to do during the season; for example, "Spring comes in March, April, and May. The sun shines and it's warm. My family and I go to the park to see the flowers and to sit in the sun."

## Summary

1. *Substitution Drills:*
    (a) In the (spring) the children go (skating).
    (b) He always goes by (bus) at (4) o'clock.
    (c) She works in the (morning).
    (d) Go to the (store) in (half an hour).
    (e) (They're) going to France in (June).

2. *Expansion Drill:* My son likes to (swim). My son likes to (swim) in the (summer). My son likes to (swim) in the (summer) when it's (warm).

3. *Transformation Drills:*
   (a) He's coming in (half an hour). He's not coming in (half an hour). Is he coming in (half an hour)? When is he coming?
   (b) He usually goes to bed at midnight. He doesn't usually go to bed at midnight. Does he usually go to bed at midnight? When does he go to bed?

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Have the students write an original sentence for each of the following expressions: who, whose, in, at, fine, those, your, well, time, are.
   (b) Have them read back their original sentences.

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## * LESSON 51 *

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*Aim:* To teach the simple *in* in expressions of time with the affirmative future *will*

*Vocabulary Areas:* Time; days; hours; weeks; months

*Pronunciation Emphasis:* Contrast (b), (v), (p) in initial position as in bat, vat, and pat

*Materials Needed:* Clock with movable hands; calendar

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time; numbers; simple addition; colors

2. *Chain Drills:*
   (a) How are you going to the country? I'm going by (bus).
   (b) When are you going to the movies? We're going at (4) o'clock.
   (c) When do you take your vacation? I usually take my vacation in (June).

3. *Question - Answer Practice:*
   (a) What's the weather like in (December)? It's (cold).
   (b) Are you going to visit John in the morning or in the afternoon? In the afternoon.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drill:* He usually gets up at (6) o'clock in the morning. He doesn't usually get up at 6 o'clock in the morning. Does he usually get up at 6 o'clock in the morning? Doesn't he usually get up at six?

### Oral Presentation and Repetition

1. Point to the summer months on the calendar and say, "Let's pretend that it's summer and we have a week's vacation. We're (gesture to encompass the class) going to visit a friend in the country. We're taking the bus in a few hours." Point to the clock and say, "It's 1 o'clock. I'll be ready in (an hour). I'll be ready at two."

2. Ask individual students, "Will you be ready in an hour?" Help them say, "Yes I'll be ready in (an hour)."

3. Say, "John's wife isn't going to the country because she's working. He's going alone. He'll be back in a (week)."

4. Ask, "Will John be back in a week?" Help students answer, "Yes, he'll be back in a (week)."

5. Say, "John will be back in a week. His wife will see him in a week." Ask, "When will his wife see him?" Help students say, "She'll see him in a week."

6. Ask, "When will John see his wife?" Help students to answer, "He'll see her in a week."

7. With the appropriate gestures present the other forms of the subject pronouns (for example, *it'll, we'll, you'll, they'll*) and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I'll) be back in a month.
   (b) She'll see you in (an hour).
   (c) They'll leave in (a few days).
   (d) Your coat? It'll be ready in (an hour).

2. *Question - Answer Drills:*
   (a) When will you leave the city? I'll leave in (a week).
   (b) When (will they) be back? They'll be back in (a month).
   (c) Is the bus leaving now? No, it'll leave in (a few minutes).

3. *Directed Practice:*
   (a) Have one student ask another when he'll be back from his trip.
   (b) Have one student ask another when you'll see her again.

4. *Progressive Substitution:*
I'll get up in a few minutes.
go to bed
We'll
an hour.

5. *Dialog for Dramatization:*
--Mother, Dad has a week's vacation. What are we going to do?
--We're going to the country to visit Uncle Frank.
--Good. When will we be back?
--We'll be back in a week. Why?
--I want to say goodbye to my friend Vito. I'll tell him I'll see him in a week.

## Reading and Writing

Group I
(a) Read and write the Substitution Drills 1.
(b) Answer questions in Additional Oral Practice 2.

Group II
(a) Read and dramatize the Dialog.
(b) Write a narrative paragraph based on the Dialog.

## Summary

1. *Two-way chain drill:*
   (a) First Student: When are you going on your vacation? Second Student: I'm going in (a few days).
   (b) First Student: Where are you going? Second Student: I'm going to visit my Uncle Joe.
   (c) First Student: When will you be back? Second Student: I'll be back in (two weeks).

2. *Substitution Drills:*
   (a) (John'll) be back in (an hour).
   (b) (Mary'll) be ready in (a few minutes).
   (c) (The boys) will go to (Spain) in (three weeks).

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Write six simple sentences using the following vocabulary: midnight, weather, will, going, wither, red.
   (b) Have the students read back their original sentences.

## Additional Activities Devised by the Instructor

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# * LESSON 52 *
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*Aim:* To teach "Will (you) be ready (in an hour)?" "Yes, I'll be ready." "No, I won't (be ready) (in an hour)." "Yes, I will." "No, I won't."

*Vocabulary Areas:* Time; daily activities

*Pronunciation Emphasis:* Contrast (v) and (p) in final position as in Slav and slop

*Materials Needed:* Calendar; clock; pictures or articles of clothing

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) Is this (coat) yours? Yes, it's mine. No, it's (his).
   (b) Will you meet me at (6) o'clock? Yes, I'll meet you at (6) o'clock.
   (c) When will you be back from your vacation? I'll be back in (June).

2. *Question - Answer Practice:*
   (a) When will (you) be ready? (I'll) be ready at (5) o'clock.
   (b) When will (he) take (his) vacation? (He'll) take (his) vacation in (August).
   (c) When will (they) go to (Spain)? (They'll) go to (Spain) in (the fall).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Have one student ask another when he'll be ready to go to the movies.
   (b) Have one student ask another when she'll be back from the store.

## Oral Presentation and Repetition

1. Point to Saturday on the calendar and say, "Let's pretend that we have a date for Saturday night. Let's plan what time we are going to meet." Point to the clock and say, "John wants to meet at 7 o'clock, but I'll be busy at seven." Shake your head and say, "I won't be ready at 7 o'clock. I won't meet him at 7. I'll meet him at (eight)."

2. Ask individual students, "Will you be ready at 7 o'clock?" Help them say, "I won't be ready at 7 o'clock. I won't meet you at seven. I'll meet you at eight." (Have clock hands pointing to eight).

3. Show the class a picture of a (coat). Say, "I won't wear my new coat on Saturday. It won't be ready."

4. Ask, "Will you wear your new (coat) on Saturday?" Help individual students say, "No, I won't wear my new (coat) on Saturday. It won't be ready."

5. Present the other forms of the subject pronouns and other known verbs and engage in repetition practice.

6. Present the short forms: Yes, I will. No, I won't.

7. Present the short and long forms; for example: Yes, I will. I'll be ready in an hour.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I) won't study tonight.
   (b) She won't be ready at (6) o'clock.
   (c) They won't go to the (movies).
   (d) He won't be back in (a week).

2. *Question - Answer Drills:*
   (a) Will you meet me in (an hour)? No, I won't meet you in (an hour).
   (b) Will she be back in (a few days)? No, she won't be back (in a few days). She'll be back (in a week).

(c) Will dinner be ready at 6 o'clock? No, dinner won't be ready at 6 o'clock. It'll be ready at 6:30.
(d) Will you go to the store tonight? No, I won't go to the store tonight. I'll go tomorrow.

3. *Directed Practice:* Mr._____tell Mr._____that you won't go to the library.

4. *Dialog for Dramatization:*
--Florence, let's make a date for Sunday afternoon.
--Fine. Will you be ready at (3) o'clock?
--No, I won't be ready at (three). I'll meet you at 4 o'clock.
--Good. I won't be late.

## Reading and Writing

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog, varying the day and the time.

Group II
(a) Make up a list of questions beginning with "Will you_____?" and answer them, using the expression, "I won't_____";
For example: Will you meet me at 6 o'clock?
No, I won't meet you at 6 o'clock. I'll meet you at (seven).
(b) Write a narrative paragraph from the Dialog.

## Summary

1. Say to the students, "Just for fun, let's make a list of things our children won't do." For example:
My son won't brush his teeth.
My daughter won't do her homework.
My children won't go to bed at (9) o'clock.
My son won't get up on time."

2. *Transformation Drills:*
(a) I'll (study) later. I won't (study) later.
(b) He'll go there tomorrow. Will he go there tomorrow?

3. *Suggestions for further practice in reading and writing either in class or at home:*
(a) Make up a list of 10 questions and 12 possible answers.
(b) Have the student select the right answer for each question.
(c) Have them compose questions for the 2 left-over answers.
(d) Have them read the 2 questions and answers aloud.

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## * LESSON 53 *
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*Aim:* To teach "(I) won't (go to the movies)." "(I) won't go to the movies because_____." "Why won't you (buy) bread?"

*Vocabulary Areas:* Community; family

*Pronunciation Emphasis:* (r) in initial position as in run

*Materials Needed:* Calendar; previously used pictures of a market, a movie theater, fruit, different kinds of food; beach; means of transportation

*PROCEDURE*

## Warmup

1. *Chain Drills:*
(a) Will you be ready in (an hour)? No, I won't. Yes, I will.
(b) Will you eat (lunch) now? No, I won't. I'll eat later.
(c) Will you be back (in a week)? Yes, I will. No, I won't.

2. *Question - Answer Practice:*
   (a) Will you meet me at (4) o'clock? Yes, I will. No, I won't. I'll meet you at five.
   (b) Will dinner be ready at (6) o'clock? Yes, it will. No, it won't. It'll be ready at (6:30).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Substitution Drills:*
   (a) (He'll) be ready at (three) o'clock.
   (b) (The girls) will go to (Spain) in the (spring).

## Oral Presentation and Repetition

1. Point to the calendar and say, "Let's pretend it's Saturday today and that we're going shopping." Show a picture of a supermarket and of various food items. Say, "Here's the meat counter. We'll buy some ham and pork. We won't buy fish because we don't like it." (Gesture "No" and indicate personal dislike as you show a picture of a fish.)

2. Ask, "Why won't we buy fish?" Help students say, "We won't buy fish because we don't like it."

3. Show a picture of fruit. Say, "Look at the fruit. We'll buy some apples and some oranges." Shake your head and say, "We won't buy grapes because father doesn't like them."

4. Ask, "Why won't we buy grapes?" Help students say, "We won't buy grapes because father doesn't like them." Say, "We've finished our shopping." Show a picture of a theater. Say, "Here's the movie theater. I'd like to see this movie but John doesn't like it. I won't go to the movies because John doesn't like this picture."

5. Ask, "Why won't I go to the movies?" Help students say, "You won't go to the movies because John doesn't like the picture."

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I) won't buy tomatoes because (I) don't like them.
   (b) Mrs. Jones won't cook (ham) because her son doesn't like it.
   (c) Mary won't take a bus because she doesn't like to ride in one.
   (d) (They) won't go to the beach because the children don't like to swim.

2. *Question - Answer Drills:*
   (a) Why won't (you) go to the movies? (I) won't go to the movies because (I) don't like the picture.
   (b) Why won't (they) take the train? (They) won't take the train because it's slow.
   (c) Why won't (he) eat fish? He won't eat fish because (he) doesn't like it.

3. *Progressive Substitution:*
   She won't buy ham because she doesn't like it.
   fish
   He
   eat

4. *Dialog for Dramatization:*
   --It's Saturday night. Do you want to go to the movies?
   --No, I don't. I don't like the picture.
   --Well, let's visit our friends Sam and Kate.
   --Good. I'll be ready in a few minutes. Are you going to take the car?
   --I won't take the car because I can't park near their house.

## Reading and Writing

Group I
   (a) Read and copy the Substitution Drills.
   (b) Write out the Progressive Substitution Drill.
   (c) Copy and say: reap, rip, rate, rats, rot, rote, root.

Group II
   (a) Read and dramatize the Dialog.
   (b) Write a narrative paragraph based on the Dialog.
   (c) Form five questions on the Dialog.
   (d) Ask your classmates these questions.

## Summary

1. Complete the following sentences:
   (a) She won't buy candy because_____.
   (b) They won't watch television because_____.
   (c) I won't wear the red hat because_____.
   (d) We won't listen to the radio because_____.

2. *Transform:*
   (a) I'll (buy) the (candy). I won't (buy) the (candy). Why won't you (buy) the (candy)?
   (b) Will you be ready? No, I won't be ready. She won't be ready either.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Make up a list of 10 related conversational statements. Do not arrange them in logical order.
   (b) Have the students copy them and place them in logical sequence, thus forming a dialog.
   (c) Have them read the Dialog.

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## * LESSON 54 *

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*Aim:* To teach "(I'll) go unless it rains." "(I) won't go unless he goes too."

*Vocabulary Areas:* Leisure time activities

*Pronunciation Emphasis:* (r) in medial position as in early

*Materials Needed:* A calendar; pictures of a family at the zoo, the park, etc.; a picture of a cloudy day

### *PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) Will you go to the (movies) tonight? Yes, I will. No, I won't.
   (b) Why won't you buy (tomatoes)? Because I don't like them. They're too expensive. My husband doesn't like them. (etc.)

2. *Question - Answer Practice:*
   (a) Where will you go this summer on your vacation? I'll go to (Spain).
   (b) How are you going to travel? I'll take (the bus).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Have one student tell another that you're not going to school tonight because you don't feel well.
   (b) Have one student tell another that you can't go shopping with her because it's raining.

### Oral Presentation and Repetition

1. Point to the calendar and say, "Let's pretend that it's Sunday again." Show a picture of the family and of the zoo. Say, "Let's go to the zoo." Then show a picture of a cloudy day and say, "It may rain. If it doesn't rain, to the zoo we'll go. We'll go to the zoo today unless it rains."

2. Ask, "Will we go to the zoo today?" Help students say, "We'll go to the zoo today unless it rains."

3. Again show a picture of the family. Point to (the husband) and say, "Mrs._____won't go to the zoo unless her husband goes too."

4. Ask, "Will Mrs._____go to the zoo?" Help students say, "She won't go unless (her husband) goes too."

5. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I'll) play baseball unless it rains.
   (b) They'll go to (the library) unless it's too late.
   (c) (John) won't go unless (his) friend goes too.
   (d) (I) won't go to the beach unless it's warm.

2. *Question - Answer Drills:*
   (a) Will you come to my house tonight? Yes, I will unless I have to work.
   (b) Will you go to the movies on Sunday? Yes, I will unless we have company.
   (c) Will you watch the program tonight on TV? Yes, we will unless it's too late.

3. *Directed Practice:*
   (a) Have one student tell another that you'll see him tonight unless it snows.
   (b) Have one student tell another that you won't go to the market unless you feel better.

4. *Transformations:* Give numerous sentences with *if* and the negative. Let students give you the same sentence with *unless*; for example, "I'll come if I don't have to work. I'll come unless I have to work."

5. *Dialog for Dramatization:*
   --Let's go to the movies tonight.
   --All right. I'll go unless John has to work.
   --When will you know?
   --I'll know at dinner time unless he calls me before.
   --Call my up at 6 o'clock and let me know.
   --O.K. I'll call you at six.

## Reading and Writing

Group I
(a) Copy and say: early, already, pearl, heart, certain, curtain.
(b) Read and copy the Substitution Drills.
(c) Read and copy the Dialog.

Group II
(a) Copy and say the above words.
(b) Answer the Question - Answer Drills.
(c) Write out the Directed Practice Drills.
(d) Frame five questions on the Dialog.

## Summary

1. *Chain Drills:*
   (a) Do you want to go to the (concert) tonight? Yes, I'll go unless (it rains, I'm sick, I have to work, etc.).
   (b) Are you going to buy that (coat)? Yes, I'll buy it unless it's too expensive. No, I won't buy it unless it's cheap.

2. *Question - Answer:*
   (a) Will you meet me at the library tomorrow? Yes, unless I have to go to work.
   (b) Do you always open the window in your bedroom? Yes, unless it's raining.

3. *Reading and Comprehension:*
   Every Sunday our family visits a place of interest in our city. Last Sunday we went to City Hall. This Sunday we're going to the museum. Next week we'll go to the beach unless it rains?
   (a) What does our family do every Sunday?
   (b) Where did we go last Sunday?
   (c) Where are we going this Sunday?
   (d) Where will we go next Sunday?

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Show a picture to the class.
   (b) Have the students write a short dialog based on this picture.
   (c) Have each one read his dialog.

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# * LESSON 55 *
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*Aim:* To teach "at (4) o'clock" "at (250) Clay Street"; "at (the grocery store)"

*Vocabulary Areas:* Time; places in the community; addresses

*Pronunciation Emphasis:* (r) in final position as in car

*Materials Needed:* Clock with movable hands; chalkboard; previously used pictures of stores; a large addressed envelope

*PROCEDURE*

## Warmup

1. Greetings; date; weather; time; numbers; simple addition; colors

2. *Chain Drills:*
   (a) Will you be ready at (4) o'clock? Yes, I will. No, I won't. I'll be ready at (six).
   (b) Where do you come from? I come from (Italy).
   (c) How much (do) (eggs) cost? (Eggs) cost (75 cents a dozen).
   (d) Why won't you (eat) (fish)? Because I don't (like) (it).

3. *Question - Answer Practice:*
   (a) Is this (pencil) yours? Yes, it is. No, it's not. It's (his).
   (b) When are you going on vacation? I'm going in (June). I'm not going this year.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Directed Practice:*
   (a) Have one student tell another which hat is his.
   (b) Have one student tell another why he won't buy fish.

## Oral Presentation and Repetition

1. Say to the students, "Today we're going to learn more about a word that we use all the time. That little word is *at*." Write it on the board and underline it. "Tell us, 'What time do we come to school?'"

2. Point to the clock and say, "Listen. John'll come home at (9 o'clock)." Write the sentence on the board. Say, "Now tell me. When will he come home?" Have students repeat, "He'll come home at (9) o'clock."

3. Ask, "What does the sentence tell me?" Help students say it tells you the time. Write the word *time* over the sentence on the board.

4. Hold up a large addressed envelope and say, "Look. (Mr. Fink) lives at 250 Clay Street." Write the sentence on the board. Ask, "Where does (Mr. Fink) live?" Have students answer, "He lives at 250 Clay Street."

5. Ask, "What does this sentence tell us?" Help students say that it tells where he lives; his address. Write the word *address* over the second sentence.

6. Show a picture of a grocery store. Say, "My wife goes shopping at the grocery store." Write the sentence on the board. Ask, "Where does she go shopping?" Have students answer, "She goes shopping at the grocery store."

7. Ask, "What does this sentence tell us?" Help students answer that it tells us the place where she is shopping. Write the word *place* over the third sentence.

8. Give numerous model sentences illustrating the three uses of *at*. Engage in repetition.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) He's coming here at (10) o'clock.

(b) I live at (370 Main Street).
(c) They'll meet at (the theater).
(d) (She) won't go to bed at 9 o'clock.

2. *Question - Answer Drills:*
   (a) Do you live at (2440 Elm Street)? No, I live at (1680 Grand Avenue).
   (b) Will you meet me at school tonight? Yes, I'll meet you at school. No, I won't. I'll meet you at home later.
   (c) When will you meet me? I'll meet you at (1) o'clock.

3. *Directed Practice:*
   (a) Mr._____tell Mr._____where to meet you.
   (b) Mrs._____tell Mrs._____when to meet you.

4. *Dialog for Dramatization:*
   --John, let's visit Marie and Joe.
   --I'd love to. Where do they live?
   --They live at 19 Lake Drive.
   --Where'll I meet you?
   --Meet me at my house at 8 o'clock.
   --Good. I'll be there.

## Reading and Writing

**Group I**

(a) Read and copy the Substitution Drills.
(b) Answer all the Question - Answer Drills.
(c) Copy and say: door, floor, sore, more, tore, father, mother, brother, sister.

**Group II**

(a) Write out Directed Practice.
(b) Read and copy the Dialog varying the time, place, and address.
(c) Write a narrative paragraph based on the Dialog.
(d) Frame five questions on the Dialog.

## Summary

1. *Three-way Chain Drill:*
   (a) First Student: When'll you meet me?
   (b) Second Student: I'll meet you at (8) o'clock. Where'll you meet me?
   (c) Third Student: I'll meet you at the (drug store).

2. Write the address of the school, the hospital, the clinic, the library.

3. Have each student address an envelope to himself.

4. *Chain Drills:*
   (a) Where do you live?
   (b) What time do you go to work?
   (c) Where do you buy your food?

5. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Show a picture to the class.
   (b) Have the students write a narrative paragraph based on this picture.
   (c) Have each one read his paragraph.

## Additional Activities Devised by the Instructor

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# * LESSON 56 *
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*Aim:* To teach "with (my wife)"; "for (my wife)" "With whom (are you) going?" "For whom (are you) buying (the coat)?"

*Vocabulary Areas:* Family shopping in the community; clothing items

*Pronunciation Emphasis:* (s) in initial and final positions as in seat and mass

*Materials Needed:* Pictures of people together shopping, walking, eating, etc.; clothing; department stores

*PROCEDURE*

## Warmup

1. *Chain Drills:*
    (a) When will you meet me? I'll meet you at (4) o'clock.
    (b) Where will you meet me? I'll meet you at the (movies).
    (c) When will you be ready? I'll be ready in (a half hour).
    (d) Where do you live? I live at __________ street.

2. *Question - Answer Practice:*
    (a) Why won't you eat (fish)? I won't eat (fish) because I don't like it.
    (b) Will you be ready in (20 minutes)? No, I won't be ready in (20 minutes).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* He'll leave in a week. He won't leave in a week. Will he leave in a week? Why won't he leave in a week?

## Oral Presentation and Repetition

1. Using a picture say, "This is Mr. (Schmidt). This is his wife, Mrs. Schmidt." Show the picture of a man and a woman in a store. "Listen, Mr. Schmidt is shopping with his wife."

2. Ask, "With whom is Mr. Schmidt shopping?" Help students answer, "He's shopping with his wife." Give practice with other words.

3. Show a picture of a girl and a boy playing together. Say, "Tom is playing with his sister."

4. Ask, "With whom is Tom playing?" Help students say, "Tom is playing with is (sister)."

5. Show a picture of women's coats. Say, "Let's pretend you want to buy a coat for your mother."

6. Ask, "For whom do you want to buy a coat?" Help students say, "I want to buy a coat for my mother."

7. Present the other forms of the subject pronouns together with the corresponding possessives and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
    (a) (I'm) going to the movies with (my) friend.
    (b) (He'll) buy the game for (his) son.
    (c) I'll meet you at 4 o'clock with my (wife).
    (d) (He) lives at 46 Maple Street with (his) family.

2. *Question - Answer Drills:*
    (a) Are you living with your mother? Yes, I am. No, I'm not. I'm living with my wife.
    (b) Are you buying the candy for your son? No, I'm buying it for my daughter.
    (c) Is this sweater for your daughter? No, it's for my wife.
    (d) Does he want this book for his friend? No, he wants it for his brother.

3. *Directed Practice:*
    (a) Mr._____tell Mr._____for whom you are waiting.
    (b) Mrs._____tell Mrs._____with whom you are going to the movies.
    (c) Mrs._____tell Miss_____for whom you are cooking dinner.

4. *Dialog for Dramatization:*
    --Will you go shopping with me, Sam?
    --Yes, of course I'll go with you. What do you want to buy?
    --I'd like to buy a skirt for Susan and slacks for Jim.
    --You'll find the skirt and slacks at the same department store.
    --Good. I'm glad you're going with me.

## Reading and Writing

Group I
- (a) Read and copy the Substitution Drills.
- (b) Read and copy the Dialog.
- (c) Copy and say: seat, sit, set, sat, safe, soap, soon; mass, pass, mice, rice.

Group II
- (a) Dramatize and copy the Dialog.
- (b) Write answers to the Directed Practice.
- (c) Frame 5 questions on the Dialog.
- (d) Vary the Dialog.
- (e) Write a narrative paragraph on the Dialog.

## Summary

1. *Answer the following questions* (Use pictures or words to cue the students).
    (a) For whom are you buying the dress?
    (b) With whom are you going to the movies?
    (c) For whom are you cooking dinner?
    (d) With whom are you going to (Spain)?
    (e) For whom are you buying the bicycle? I'm buying it for my (son).
    (f) Why are you going to the library? I'm going to get a book for my father.

2. *Transform:* I'm going to the (movies). With whom are you going? I'm not going with (Sam) this time. I'm going with (Harry).

3. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Make a statement.
    (b) Have the students write this statement in the negative, interrogative, and negative-interrogative forms.
    (c) Have them read back their sentences.
    (d) Do this several times.

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## * LESSON 57 *

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*Aim:* To teach the past tense of the verb *be*. "(I was) at the (Welfare Agency)." "Where (were you) yesterday?" "What day was yesterday?"

*Vocabulary Areas:* Community agencies

*Pronunciation Emphasis:* (s) in medial position as in lesson

*Materials Needed:* Calendar; previously used pictures of community agencies; a driver's license; picture of a bride and groom

*PROCEDURE*

## Warmup

1. *Chain Drills:*
    (a) Do you usually go to the clinic on (Monday)? Yes, I do. No, I usually go on (Thursday).

(b) What do you do on (Saturday)? I usually (go shopping) with my family on Saturday.
(c) For whom are you buying the bike? For my (son).

2. *Question - Answer Practice:*
   (a) Where do you go for a driver's license? I go to the Bureau of Motor Vehicles.
   (b) When do you go to the Welfare Agency? I always go on (Wednesday morning).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* They're going to the Employment Office at 2 o'clock. They're not going to the Employment Office at 2 o'clock. Are they going to the Employment Office at 2 o'clock?

## Oral Presentation and Repetition

1. Point to the calendar and say, "Today is (Tuesday)." Ask, "What day is today?" Students answer, "Today is (Tuesday)."

2. Point to the previous day on the calendar and say, "Listen. Yesterday was (Monday)." Ask, "What day was yesterday?" Help students say, "Yesterday was (Monday)."

3. Write on the board a list of community facilities such as Bureau of Motor Vehicles, Employment Office, etc. Hold up a driver's license and say, "Fred needs a new driver's license." Point to the previous day on the calendar and say, "Yesterday he was at the Bureau of Motor Vehicles." Ask, "Where was Fred yesterday?" Help students say, "He was at the Bureau of Motor Vehicles."

4. Point to Wednesday of the previous week on the calendar. Say, "Mr._____needed a job. Last Wednesday, he was at the Employment Office." (Show a picture of a city office or municipal building.) Ask, "Where was he last Wednesday?" Help students say, "He was at the Employment Office last Wednesday."

5. Show a picture of a bride and groom. Say, "Tony and Carmela are getting married. They need a marriage license. Last week they were at City Hall to get one."

6. Ask, "Where were they last week?" Help student say, "They were at City Hall."

7. In a similar manner, present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) Yesterday was (Monday).
   (b) Last week I (was) at the Employment Office.
   (c) Last (Tuesday) he was at City Hall.
   (d) Yesterday they were at the (Clinic).

2. *Question - Answer Drills:* (Cue with pictures and/or words.)
   (a) Where were you yesterday? I was at (City Hall).
   (b) When was he at the Employment Office? He was at the Employment Office last week.
   (c) Were they at the Clinic last (wednesday)? Yes, they were at the Clinic last (Wednesday).
   (d) Was she at the Clinic yesterday? Yes, she was. No, she was there on (Tuesday).

3. *Progressive Substitution Drill:*
   I was at City Hall last week.
   They
   yesterday.
   the Clinic

4. *Dialog for Dramatization:*
   --I was at the Clinic yesterday, Mary. I didn't see you.
   --I was there last Tuesday.
   --Was Dr. Cohen there?
   --Yes, he was. I like him.
   --I like him too. He's very kind.

## Reading and Writing

Group I
(a) Read and copy the Substitution Drills:

(b) Complete and write out the Progressive Substitution Drill.
(c) Copy and say: aside, beside, besides, ask, task, fasten, list, lesson.

Group II
(a) Dramatize and copy the Dialog, varying times of visit at the clinic.
(b) Using the list of community agencies on the board complete and write five sentences. I was at_____last_____.
(c) Write a narrative paragraph based on the Dialog.

**Summary**

1. *Chain Drills:*
   (a) I was at (City Hall) last week. When were you there?
   (b) Today is (Thursday). What day was yesterday?

2. *Directed Practice:*
   (a) Mr._____tell Mr._____where you were on Sunday.
   (b) Miss_____ask Mrs._____where she was last Saturday.

3. *Transformation Drills:*
   (a) Was he there? He wasn't there. Yes, he was. I saw him.
   (b) I was at the Clinic yesterday. I was there too.
   (c) I wasn't at the Clinic last week. I wasn't there either.

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Show a picture.
   (b) Have the students compose a question based on this picture.
   (c) Have them read their questions aloud.
   (d) Have the other students formulate an oral response.

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## * LESSON 58 *

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*Aim:* To teach the past tense of the verb *be* in expressions of weather. "It was (cold) yesterday." "Was it very (cold) yesterday?" "No, it was (warm)."

*Vocabulary Areas:* Weather; seasons

*Pronunciation Emphasis:* (ʃ) in initial position as in shoe

*Materials Needed:* Calendar; scenes depicting weather conditions in the different seasons; a large thermometer (real, cardboard with movable strip, or drawn on the blackboard with Centigrade and Fahrenheit markings).

*PROCEDURE*

**Warmup**

1. *Chain Drills:*
   (a) Is it (warm) today? Yes, it is. No, it's not.
   (b) What's the weather like in (spring)? It's (warm).
   (c) Is (December) (a warm) month? No, it's not. Yes, it is.

2. *Question - Answer Practice:*
   (a) Is it raining today? Yes, it is. No, it's not.
   (b) Were you at (the clinic) yesterday? Yes, I was. No, I was at (City Hall).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drills:*
   (a) It's raining today. Is it raining today? It's not raining today.
   (b) It's cold in winter. Is it cold in winter? It's not usually cold here.

## Oral Presentation and Repetition

1. Point to a month on the calendar and say, "Let's pretend that it's (December)." Shiver, hunch your shoulders, and say, "It's very cold today." Ask, "What's the weather like in December?" Help students answer, "It's very cold in December."

2. Point to the previous day on the calendar and say, "Yesterday was very cold too." Ask, "What was the weather like yesterday?" Help students say, "It was very cold yesterday."

3. Point to (July) on the calendar. Ask, "What season is July? (July) is in summer. It is warm in summer. What is the weather like in summer?" Help students answer, "It's warm in summer. It's warm in July."

4. Point to degrees on the thermometer. (100°). It's usually very warm; last summer it was 90°. Ask, "What was the weather like last summer?" Help students answer, "It was very warm."

5. Point to March on the calendar. Ask, "In what season is March? March is in spring. It usually is rainy in spring." Ask, "What's the weather like in spring?" Help students say, "It's usually rainy in the spring."

6. Say, "It was very rainy last spring." Ask, "What was the weather like last spring?" Help students say, "It was very rainy last spring."

7. Show a picture of a cloudy day. Say, "Today it's very cloudy. But yesterday it was clear." Ask, "What's the weather like today?" Students answer, "It's very cloudy." Ask, "What was the weather like yesterday?" Help students say, "Yesterday it was clear."

## Additional Oral Practice

1. *Substitution Drills:*
   (a) It was very cold (yesterday).
   (b) The weather was very warm last (July).
   (c) It was (warm) last week.
   (d) It was raining last (Tuesday).

2. *Question - Answer Drills:*
   (a) Was it very cold last (Sunday)? Yes, it was. No, it was warm.
   (b) Was it raining yesterday? It was raining in the morning, but it was clear in the afternoon.
   (c) Was it cloudy in (New York) yesterday? Yes, it was cloudy.
   (d) Was it very hot in (Spain) last summer? Yes, it was hot. The temperature was 95°.

3. *Progressive Substitution Drill:*
   It was very hot last Saturday.
   cold
   wasn't
   Wednesday.

4. *Dialog for Dramatization:*
   --I was in Italy last summer.
   --Was it hot there?
   --It was hot in the south but cool in the north.
   --I was in Spain last summer, and it was very hot there, too.

## Reading and Writing

Group I
   (a) Read and copy the Substitution Drills.
   (b) Read and copy the Dialog.
   (c) Copy and say: sheep, ship, shape, shop, shopping, sharp, shot, shoot, sheet.

Group II
   (a) Copy the Progressive Substitution Drill. Expand it.
   (b) Write a narrative paragraph based on the Dialog.
   (c) Frame five questions based on the Dialog.
   (d) Ask these questions of your classmates.

### Summary

1. *Chain Drills:*
    (a) First Student: Where were you last summer? Second Student: I was in Poland.
    (b) First Student: What was the weather like there? Second Student: It was warm and clear.

2. Pretend that you were in Europe last summer. Tell where you were, when you were there, and what the weather was like.

3. *Transformation Drill:* Was it very hot? Yes, it was hot. It was hot in the morning, but it was cool in the afternoon.

4. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Make up five separate statements based on the vocabulary studied thus far.
    (b) Mimeograph them or write them on the chalkboard.
    (c) Have the students write a separate question for each statement. The question must express the idea inherent in the statement as it would be spoken; for example,
        Statement: Helen wants to know if Mary is going to travel abroad this summer.
        Question: Are you going to travel abroad this summer.
    (d) Have the class read each statement; call on students to read their own questions.

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## * LESSON 59 *

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*Aim:* To teach "(I wasn't) at the (movies)." "(Were you) at the (movies)?" "It wasn't (raining)."

*Vocabulary Areas:* Weather; community; places, and resources

*Pronunciation Emphasis:* (ʃ) in final position as in push

*Materials Needed:* Calendar; a movie advertisement from the local newspaper; previously used scenes of different seasons of the year

### *PROCEDURE*

### Warmup

1. *Chain Drills:*
    (a) What was the weather like last (Monday)? It was very (cold).
    (b) Where were you on Sunday? I was at (home).

2. *Question - Answer Practice:*
    (a) Was it very warm last summer? Yes, it was warm last summer.
    (b) Were they at the clinic last week? Yes, they were. They were at the clinic on Thursday.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
    (a) Mr._____ask Mr._____where he was on Sunday afternoon.
    (b) Miss_____tell Mrs._____what the weather was like yesterday.

### Oral Presentation and Repetition

1. Show a movie ad from the local newspaper. Point to the calendar and say, "On Saturday there was a good picture at the movie theater. I was there." Ask, "Were you there?" Help individual students answer, "Yes, I was there, too."

2. Say, "On Sunday there was a party at the clubhouse. I wasn't there." Shaking your head, ask individual students, "Were you at the party?" Help individual students answer, "No, I wasn't at the party. I wasn't there."

3. With appropriate gestures present the other subject pronouns and engage in repetition practice.

4. Hold up a picture of a (summer) scene. Say, "It was (warm) every day last summer." Ask, "Was it (cold) last summer?" Help students say, "No, it wasn't cold last summer. It was warm."

5. Using pictures showing the weather in different seasons of the year, engage in repetition practice with "It wasn't_______ _______", describing the weather.

## Additional Oral Practice

1. *Substitution Drills:*
    (a) (I wasn't) there last Monday.
    (b) They weren't at the movies on (Sunday).
    (c) It wasn't very (cold) yesterday.
    (d) (I wasn't) at the party last week.

2. *Question - Answer Drills:*
    (a) Were you at school on Monday? No, I wasn't there on Monday, but I was there on Tuesday.
    (b) Was it raining last night? No, it wasn't but it was cloudy.
    (c) Was he in (Poland) last summer? No, he wasn't. He was here in (New York).
    (d) Was it raining there? No, it wasn't but it wasn't very warm.

3. *Dialog for Dramatization:*
    --Where were you on Saturday, Frank?
    --I was at a meeting at the clubhouse. Where were you? (Emphatic intonation)
    --I was at home. It was raining and I had a bad cold.
    --I'm sorry. I hope you're better now.
    --Thanks. I am.

## Reading and Writing

Groups I and II
Copy and say: fish, push, mush, rush; rash, bash, cash, dash, gash.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Vary the Dialog.
(b) Write a narrative paragraph on the Dialog.

## Summary

1. *Chain Drills:*
    (a) Wasn't it (cold) today? Yes, it was (cold) today. No, it wasn't very (cold) today.
    (b) Were you in (Spain) last (winter)? No, I wasn't. I was there last (spring).
    (c) Were you there yesterday? Yes, I was. No, I wasn't. I was there (last week).
    (d) What was the weather like this morning? It wasn't (raining) but it was (cloudy).
    (e) Were you at the movies last night? No, I was at home with my family.

2. *Expansion Drill:* Expand all the sentences with *very*. It's warm. (cold, rainy, damp, sunny)

3. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Tape a short conversation that is taking place in a restaurant. (at a party, at the airport, in the theater, etc.) Have both men and women involved.
    (b) Have the class listen to this taped conversation two or three times.
    (c) Ask questions based on the conversation. Pose these in chronological order.
    (d) Have the students write out their answers.
    (e) Read each question once more and have each student give his response.

## Additional Activities Devised by the Instructor

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# * LESSON 60 *
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*Aim:* To teach the simple past tense of regular verbs "I needed a book." "(I) combed (my) hair." "(I) washed (my) hands." "(I) dressed myself."

*Vocabulary Areas:* Routines of daily living; shopping

*Pronunciation Emphasis:* (ʃ) in medial position as in nation

*Materials Needed:* Comb, brush, soap, towel, tooth brush, etc.; pictures of children getting washed and dressed in the morning; calendar; clock

*PROCEDURE*

## Warmup

1. Greetings; date; weather; time; numbers; colors

2. *Chain Drills:*
   (a) Were you at the (clinic) at (9) o'clock? Yes, I was. No, I wasn't.
   (b) Was it raining yesterday? No, it wasn't. It was clear.
   (c) Were you at home last night? No, I wasn't. Yes, I was.

3. *Question - Answer Practice:*
   (a) Were you at (City Hall) on (Friday)? No, I wasn't. I was there on (Tuesday).
   (b) Was it clear last night? No, it wasn't. It was cloudy.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Directed Practice:* Mr._____tell Mr._____where you and your family were last Sunday.

## Oral Presentation and Repetition

1. Show a picture of children brushing their teeth or washing themselves in the morning. Point to the clock and say, "Look. The children got up at 8 o'clock. They were getting ready to go to school." With a cake of soap and a towel or with gestures say, "(John) washed (his) hands and face."

2. Ask students, "Did (John) wash his hands and face? Help students say, "(John) washed (his) hands and face."

3. With a picture or a tooth brush say, "John brushed his teeth." Ask, "Did (John) brush his teeth?" Help students answer, "(John) brushed (his) teeth."

4. With a comb or a picture of one say, "(John) combed (his) hair." Ask, "Did John comb his hair?" Help students say, "(He) combed (his) hair."

5. Show a picture of a child dressing himself. Say, "Little (Tom) dressed (himself) this morning." Ask, "Did little Tom dress himself this morning?" Help students say, "Little (Tom) dressed (himself) this morning."

6. With appropriate pictures and gestures present the other subject pronouns and the corresponding reflexive pronouns. Engage in repetition practice.

7. Remember that the three forms of the regular past (ed) as in *needed*, (t) as in *dressed*, and (d) as in *combed* will have to be presented and drilled separately. Intensive practice will be needed to help students distinguish and produce the three sounds.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I) washed (my) hands. (I) needed soap and a towel.
   (b) (I) brushed (my) hair. (I) needed a comb.
   (c) She washed her (face).
   (d) (He) combed (his) hair.

2. *Question - Answer Drills:* (Cue with pictures and/or words.)
   (a) Did (Mary) brush (her) teeth this morning? Yes, (she) did. (She brushed (her) teeth this morning.
   (b) Did (John) comb (his) hair? Yes, (he) did. (He) combed (his) hair.
   (c) Did little (Lucy) dress (herself) today? Yes, (she) did. (She) dressed (herself) today.
   (d) When did (Tom) polish (his) shoes? (He) polished them yesterday.
   (e) What did John need. He needed a comb and brush.

3. *Dialog for Dramatization:*
   --Mother, Tom left for school.
   --Did he brush his teeth?
   --Yes, he did. He brushed his teeth and washed his hands and face.
   --Good. Did he comb his hair?
   --Yes, he did. He looked neat and clean.
   --He's only six years old. I'm proud of him.

## Reading and Writing

Groups I and II
   Copy and say: nation, national, rational, ration, fashion, passion.

Group I
   (a) Read and copy the Substitution Drills.
   (b) Read and copy the Dialog.
   (c) Write five things you needed yesterday.

Group II
   (a) Copy the Dialog changing the name of the child and the corresponding pronouns.
   (b) Write a narrative paragraph based on the Dialog describing what your child did before he went to school this morning.
   (c) Write five things you did yesterday. Use only the verbs we practiced today.

## Summary

1. *Chain Drills:*
   (a) Did your son (brush his teeth) this morning? Yes, he (brushed his teeth) this morning.
   (b) What did your (son) do before (he) went to school? (He) (washed his hands and face).
   (c) Did Little (Mike) dress (himself)? Yes, (he) dressed (himself) today.

2. *Charades:* One student acts out one of the daily routines such as combing his hair. Another student guesses, "You combed your hair." The first student answers, "Yes, I combed my hair." The student who guessed correctly then acts out another of the daily routines and calls on another student to guess his action.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Make up 10 sentences in which one word has been omitted from each.
   (b) Have the students read each sentence carefully, then fill in the one word which logically belongs in the space.
   (c) Have them read their completed sentences aloud.

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## * LESSON 61 *
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*Aim:* To teach the negative and interrogative forms of the simple past of regular verbs; "(I) didn't brush (my) teeth." "(I) didn't dress (myself)." "Did (you) brush (your) teeth this morning?"

*Vocabulary Areas:* Routine of daily living

*Pronunciation Emphasis:* Contrast (s) and (ʃ) in initial position as in sink and show

*Materials Needed:* Previously used pictures of children or adults dressing, cleaning their teeth, etc; clock

*PROCEDURE*

## Warmup

1. *Chain Drills:*
    (a) Did (Mary) dress herself? Yes, (she) did. (She) dressed (herself).
    (b) Did you (wash your face) this morning? Yes, I did. I (washed my face) this morning. I wash it every morning.

2. *Question - Answer Practice:*
    (a) When did you comb your hair? I combed my hair this morning. I comb my hair every morning.
    (b) Did you brush your teeth after lunch? No, I didn't. I don't usually brush my teeth after lunch.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
    (a) Mr._____ask Mr._____if he polished his shoes today.
    (b) Miss_____ask Mrs._____if she shined her shoes today.

## Oral Presentation and Repetition

1. Show a picture of a child getting up in the morning or getting dressed. Point to the clock, shake your head, and say, "(John) got up late this morning. (He) was late for school. (He) didn't brush (his) teeth."

2. Ask, "Did (John) brush (his) teeth this morning?" Help students say, "No, (he) didn't brush (his) teeth this morning."

3. Shake your head and repeat, "(John) was very late for school. (He didn't) brush (his) teeth and (he) didn't comb (his) hair."

4. Ask, "Did (John) comb (his) hair this morning?" Help students answer, "No, (he) didn't comb (his) hair this morning."

5. With appropriate pictures and/or gestures, present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
    (a) (He) didn't brush (his) teeth.
    (b) She didn't (wash) her hair.
    (c) I didn't wash my (hands).
    (d) (They) didn't polish (their) shoes.
    (e) Did (he) need a book?
    (f) Did (she) want the soup?
    (g) Did you buy the (bike)?
    (h) Did she wash the (shirt)?

2. *Question - Answer Drills:*
    (a) Did (Mary) dress (herself)? Yes, (she) did. No, (she) didn't dress (herself). Her mother dressed her.
    (b) Did you wash your hair this morning? No, I didn't. I washed it (last night).
    (c) Did you brush your teeth today? Yes, I did. I brush them after every meal.
    (d) Did Paquito dress himself this morning? Yes, he did but Maria helped him.

3. *Transformation Drills:*
    (a) They dressed themselves. Did they dress themselves? They didn't dress themselves. Didn't they dress themselves?
    (b) Conchita brushed her teeth and combed her hair. Conchita didn't brush her teeth and comb her hair. Did Conchita brush her teeth and comb her hair? Didn't she?

4. *Dialog for Dramatization:*
    --Daddy, I'm late for school this morning.
    --Did you brush your teeth, Hilda?
    --No, I didn't, but I washed my hands and face.
    --Go back and brush your teeth and comb your hair.
    --Oh, Daddy, I'll be very late!

## Reading and Writing

Groups I and II
Copy and say: sow, show; sop, shop; sip, ship; seep, sheep.

Group I
- (a) Read and copy the Substitution Drills.
- (b) Read and copy the Dialog.

Group II
- (a) Write out the answers to the questions in Question - Answer Drills.
- (b) Write the Transformation Drills in full.
- (c) Write a variation of the Dialog.
- (d) Frame 10 questions to ask your classmates. Use *did*.

## Summary

1. *Chain Drills:*
   - (a) Did you (brush your teeth) today? Yes, I did. No, I didn't.
   - (b) What did you do this morning? I (brushed my teeth) and (combed my hair).
   - (c) When did you polish your shoes? I polished my shoes (yesterday).
   - (d) Why didn't you (brush your teeth)? I didn't (brush my teeth) because I was late for school.
2. *Directed Practice:*
   - (a) Mr._____tell Mr._____what your son did before he went to school.
   - (b) Miss_____ask Mrs._____if her little daughter dressed herself this morning.
3. *Fill in the Blanks:*
   - (a) I didn't wear my new (dress) because__________.
   - (b) He was late because he didn't__________.
   - (c) She didn't go to school because__________.
4. *Suggestions for further practice in reading and writing either in class or at home:*
   - (a) Make up 10 sentences in which 2 or more words have been omitted from each.
   - (b) Have the students read each sentence carefully, then fill in the words which logically belong in the blanks.
   - (c) Have them read their completed sentences aloud.

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## * LESSON 62 *

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*Aim:* To teach the simple past of go, see, buy, pay. "(I) went to the store. Where did (you) go?" "(I) saw a pretty dress. What did (you) see?" "(I) bought a dress. What did (you) buy?" "(I) paid ($24) for it."

*Vocabulary Areas:* Shopping in the community; money; prices

*Pronunciation Emphasis:* Contrast (s) and (ʃ) in final position as in gas and gash

*Materials Needed:* Previously used picture of a department store; pictures of various items of adult clothing' advertisements of clothing sales from the local paper; money

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   - (a) Did you polish your (shoes) this morning? Yes, I did. No, I didn't polish my (shoes) this morning.
   - (b) What did you need? I needed a (pen).
   - (c) When did you wash your hair? I washed my hair (last Wednesday).
2. *Question - Answer Practice:*
   - (a) Did Tommy dress himself today? Yes, he did. No, he didn't dress himself today; I dressed him.
   - (b) Did you watch television last night? Yes, I watched the program at 9 o'clock.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drills:*
   (a) He opened the door. Did he open the door? He didn't open the door.
   (b) He listened to the radio. Did he listen to the radio? He didn't listen to the radio. Didn't he listen to the radio?

## Oral Presentation and Repetition

1. Show advertisements of clothing sales in the local newspaper. Say, "Let's pretend that there is a big sale at the department store and we want to buy clothes for the whole family."

2. Show a picture of a department store and say, "We went to (Macy's) Department Store." Ask, "Where did we go?" Help students say, "We went to (Macy's) Department Store."

3. Show a picture of women's coats. Say, "Mrs._____saw many coats on sale." Ask, "What did she see?" Help students answer, "She saw many coats."

4. Show a picture of a suit. Say, "She bought a suit for Albert." Ask, "What did she buy for Albert?" Help students say, "She bought a suit for Albert."

5. Show a picture of a blouse and skirt. Say, "She paid $10 for a blouse and skirt for Lucy." Ask, "How much did she pay for a blouse and skirt for Lucy?" Help students say, "She paid $10 for a blouse and skirt for Lucy."

6. With the appropriate gestures present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I) went to the market this morning.
   (b) I saw a pretty (coat) for (Mary).
   (c) She bought a (skirt) and (blouse) for Susan.
   (d) We paid ($7) for the (slacks).

2. *Question - Answer Drills:*
   (a) Where did Mike go yesterday? He went to the men's shop.
   (b) What did you see at the store? I saw some pretty (shoes) and (stockings).
   (c) What did Mrs._____buy? She bought clothing for the whole family.
   (d) How much did she spend? She spent ($46.22).

3. *Transformation Drills:*
   (a) John bought a pair of socks. Did John buy a pair of socks? John didn't buy a pair of socks. Didn't he buy a pair?
   (b) Why didn't John buy a pair of socks?
   (c) What color were the socks?
   (d) Frank saw a warm overcoat. Did Frank see a warm overcoat? Frank didn't see a warm overcoat. Didn't he see one?

4. *Dialog for Dramatization:*
   --What did you do today, mother?
   --I bought some new clothes for all of us today.
   --Great! Where did you go?
   --I went to (Brown's) Department Store because they had a big clothing sale.
   --What did you buy?
   --I bought a warm coat for Father, a hat for John, a new dress for you, and shoes for myself.
   --Oh mother, a new dress, for me! What color did you buy?
   --I bought your favorite...red, of course.

## Reading and Writing

### Groups I and II

Copy and say: bass, bash; cass, cash; gas, gash; lass, lash; mass, mash; sass, sash.

### Group I

(a) Read and copy the Substitution Drills.
(b) Dramatize and copy the Dialog.

Group II
(a) Copy the Dialog varying the items bought.
(b) Write a narrative paragraph based on the Dialog.

### Summary

1. *Four-way Chain Drill:*
   First Student: Where did you go to shop? Second Student: I went to Macy's.
   Third Student: What did you see on sale? Second Student: I saw a record.
   Fourth Student: What did you buy? Second Student: I bought a record.
   First Student: How much did you spend? Second Student: I spent $2.98.

2. Set up a shopping situation. Dramatize many buying scenes; for example, May I help you? Do you have_____? How much is_____? What size (color, material) do you need?

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Make up 10 sentences.
   (b) Have the students write an appropriate response for each of the remarks.
   (c) Have them read back their answers.

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## * LESSON 63 *
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*Aim:* To teach "What (were you) doing?" "(I was) looking (for a book)." "(I wasn't) (buying) a (dress)." "(I was) (buying) (furniture)."

*Vocabulary Areas:* Home; community' shopping

*Pronunciation Emphasis:* (δ) in initial position as in the

*Materials Needed:* Calendar; a picture of a department store; pictures of clothing, furniture; a clock with movable hands

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) What did you buy at the grocery store? I bought (butter) and (eggs).
   (b) Whom did you see at the clubhouse? I saw (John) and (Frank).
   (c) Where did you go last Sunday? I went to (the country).

2. *Question - Answer Practice:*
   (a) How much did you pay for a dozen eggs? I paid 75 cents for a dozen eggs.
   (b) Where did you go on Saturday afternoon? I went to the movies.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mr._____tell Mr._____where you went last summer.
   (b) Mrs._____ask Miss_____how much she paid for a pound of coffee.

### Oral Presentation and Repetition

1. Point to the calendar, the clock, and say, "Let's pretend that I saw you in the furniture store last Saturday at three o'clock." Hold up a picture of furniture and say, "I was shopping for furniture."

2. Ask, "What were you doing in the furniture store?" Help students say, "I was shopping for furniture too."

3. Show a picture of a table. Say, "I was looking for a table." Ask, "What were you looking for?" Help students answer, "I was looking for a table too."

4. Show a picture of a lamp and say, "I was buying a lamp for my new table." Ask, "What was I buying?" Help students answer, "You were buying a lamp."

5. Show a picture of a living room. Say, "I was looking for a table and a lamp. The salesman showed me a pretty sofa but I wasn't looking for a sofa."

6. Ask, "Was I looking for a sofa?" Help students say, "No, you weren't looking for a sofa."

7. With pictures and appropriate gestures, present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
    (a) (I was) looking for a kitchen table.
    (b) They were buying a new (TV).
    (c) We were cleaning the (curtains).
    (d) (I wasn't) shopping for furniture.

2. *Question - Answer Drills:*
    (a) What were you doing at the library? I was looking for a book.
    (b) Why wasn't your sister at the movies with you? My sister was going with me, but she wasn't ready on time.
    (c) What were you buying at the bakery? I was buying bread and rolls.
    (d) Were you wearing your new coat to the party last Sunday? I wasn't wearing my new blue coat because it was raining.

3. *Transformation Drill:* I was writing a letter to my friend at 2 o'clock. I wasn't writing a letter to my friend. Were you writing a letter to your friend? Why weren't you writing a letter to your friend?

4. *Dialog for Dramatization:*
    --Were you looking for me, Tom?
    --No, I wasn't looking for you. I was looking for Harry. We're going to the movies together.

## Reading and Writing

### Groups I and II

Copy and say: the, this, that, these, those, them, thus.

### Group I

(a) Read and copy the Substitution Drills.
(b) Read and copy the Question - Answer Drills.

### Group II

(a) Dramatize and copy the Dialog.
(b) Copy the Transformation Drills. Vary the subject pronouns.

## Summary

1. *Chain Drills:*
    (a) What were you looking for in the library? I was looking for a book on (Spain).
    (b) What were you buying in the grocery store? I was buying a pound of (butter) and a quart of (milk).
    (c) Why weren't you in school last night? I was visiting my friends in (Albany).

2. *Directed Practice:*
    (a) Mr._____tell Mr._____what you were doing this morning.
    (b) Miss_____ask Mrs._____what she was listening to on the radio at 3 o'clock.
    (c) Mr._____ask Mr._____why he wasn't looking at his book.

3. *Role-Playing:*
    Someone is being asked about his activities every hour one day last week. (Vary the answers; for example, *I was_____; I don't remember.*)

4. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Mimeograph 10 separate questions, each one with 2 possible answers. Only 1 of the 2 sentences beside each of the questions is an appropriate answer.
    (b) Have the students draw a line through the inappropriate alternative. Then write the complete correct sentence.
    (c) Have them read their answers aloud.

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# * LESSON 64 *
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*Aim:* To teach two-word verbs such as try on, take off, put on, call up. "(I'm) trying on the hat." "(I'm) trying the (hat) on." "(I'm) taking off the (hat)." "(I'm) taking the (hat) off."

*Vocabulary Area:* Putting on and taking off clothing

*Pronunciation Emphasis:* (ð) in medial and final position as in together and with

*Materials Needed:* Previously used pictures of clothing; items of clothing belonging to the teacher and the students; a toy telephone; a flannel board with flannel clothing

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) What were you buying in the store yesterday? I was buying (a new hat).
   (b) What were you looking for in the closet? I was looking for (my rubbers).

2. *Question - Answer Practice:*
   (a) What did you see at the store? I saw a (pretty blue coat).
   (b) What did you buy yesterday? I bought (a warm sweater).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* They were looking for a red scarf. They weren't looking for a red scarf. Were they looking for a red scarf? Weren't they looking for a scarf?

## Oral Presentation and Repetition

1. Holding a pair of your own gloves, say to the students, "Let's pretend it's time to leave. It's cold out. I'm putting on my gloves. Put on your gloves too."

2. Then ask, "What are you doing?" Help students answer, "I'm putting on my gloves."

3. Say, "We can say this in another way. Listen. I'm putting my gloves on. Put your gloves on. What are you doing?" Help students say, "I'm putting my gloves on."

4. Removing your gloves say, "I'm taking off my gloves." Ask, "What am I doing?" Help students answer, "You're taking off your gloves. You're taking your gloves off." (Practice putting on and taking off outer clothing.)

5. Using your own coat, say, "My coat is old. I need a new coat. I'm in a store. I'm trying on this (blue) coat." Ask students, "What am I doing?" Help students say, "You're trying on the blue coat. You're trying the blue coat on."

6. Pick up the toy telephone. Shake your head and say, "I don't know which coat I like. I'm calling up my friend to ask her opinion." Dial the telephone and say, "I'm calling her up now." Ask, "What am I doing now?" Help students say, "You're calling up your friend. You're calling your friend up."

7. With the appropriate items and gestures present the other subject pronouns and engage in repetition practice with the prepositions in both positions.

8. Remember to point out the change in intonation when using pronouns; for example, "I'm calling Mrs. Jones up. I'm calling her up."

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I'm) trying on the blue dress.
   (b) (I'm) putting (my) rubbers on.
   (c) (I'm) taking (my) shoes off.
   (d) I'm calling up (my friend).
   (e) (She)'s calling (me) up.

2. *Question - Answer Drills:*
    (a) Who (whom) are you calling up? I'm calling Marie up.
    (b) Which coat are you going to try on? I'm going to try the red one on.
    (c) Is he taking off his coat or his sweater? He's taking his coat off.
    (d) Are you putting your rubbers on? No, I'm putting on my boots.

3. *Transformation Drills:*
    (a) She's taking off her hat. She's taking her hat off. She's taking it off.
    (b) They're calling up the doctor. They're calling the doctor up. They're calling him up.
    (c) We're trying on our new shoes. We're trying our new shoes on. We're trying them on.

4. *Dialog for Dramatization:*
    --Which coat are you going to buy, George?
    --I don't know. I'm trying on both of them.
    --Take off the brown one and try on the gray one.
    --Here. Which one do you like?
    --I like the gray one.
    --Good. So do I.

**Reading and Writing**

Groups I and II
Copy and say: bathe, mother, father, brother, gather, together, bother, with, wither, other, another.

Group I
(a) Read and copy the Substitution Drills.
(b) Copy the Transformation Drills.
(c) Vary the Transformation Drills.

Group II
(a) Answer questions in the Question - Answer Drills.
(b) Copy the Dialog changing the item of clothing and the colors.
(c) Write a narrative paragraph from the Dialog.
(d) Frame five questions on the Dialog to ask your classmates.

**Summary**

1. *Chain Drills:*
    (a) Which (coat) are you trying on? I'm trying the (blue) one on.
    (b) Are you calling (Mary) up? No, I'm calling (Susie) up.
    (c) What are you taking off. I'm taking off (my rubbers).

2. *Directed Practice:*
    (a) Mr._____tell Mr._____to take off his hat.
    (b) Mrs._____ask Miss_____who (whom) she is calling up.
    (c) Mr._____tell Mr._____to try on the blue sweater.

3. *Transformation:* Call her up. Let's call her up. Why don't we call her up? I'm going to call her up later.

4. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Put a list of 10 or 12 words on the chalkboard.
    (b) Have the students write as many different sentences as possible.
    (c) Have them read their sentences aloud.

**Additional Activities Devised by the Instructor**

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## * LESSON 65 *

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*Aim:* To teach "Can (I) wear these gloves?" "Yes, you can." "May I try these gloves on?" "Yes, you may."

*Vocabulary Areas:* Clothing

*Pronunciation Emphasis:* (θ) in initial position as in thin

*Materials Needed:* Several pairs of gloves ranging in size from a very small pair of children's gloves to an adult size; pictures of a department store

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time; numbers; colors

2. *Chain Drills:*
   (a) What are you trying on? I'm trying on (a blue hat).
   (b) Are you looking for (John)? No, I'm looking for (my sister).

3. *Question - Answer Practice:*
   (a) Did you call up your friend last night? No, I called her up this morning.
   (b) What did you buy at the store? I bought a pair of gloves.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drills:*
   (a) He's putting on his hat. He's putting his hat on.
   (b) She's trying on the yellow dress. She's trying the yellow dress on. She's trying it on.

### Oral Presentation and Repetition

1. On your desk place several pairs of gloves ranging in size from a very small pair of children's gloves to an adult size. Say, "Let's pretend that we're buying gloves." Hold up a pair of adult-sized gloves, put them on, and say, "These are my size. I can wear these gloves."

2. Hold up the gloves, go to individual students, measure the gloves against their hands, and say, "Can you wear these gloves?" Help them say, "Yes, I can wear these gloves."

3. Hold up a pair of very small gloves, shake your head and say, "I can't wear these gloves. They're for a child. They're too small." Ask students, "Can you wear these gloves?" Help them say, "No, I can't wear these gloves either."

4. "I want to buy some gloves. I'm in a store. I want to try the gloves on. Listen to my question, 'May I try them on?'" Help students say, "May I try them on?" "Yes, you may." "Yes, you can." Both answers are accepted in normal speech.

5. With the appropriate gestures present the other subject pronouns and engage in repetition practice.

### Additional Oral Practice

1. *Substitution Drills:*
   (a) May I try on (the blue sweater)?
   (b) My mother says (I) may go to the movies.
   (c) (I) can't take off the ring.
   (d) (They) can't sleep during the day.

2. *Question - Answer Drills:*
   (a) May your son come to our house tonight? Yes, he may.
   (b) Can you eat all that candy? Yes, I can. I love chocolate.
   (c) May we watch TV with you tonight? No, you can't. The TV's broken.
   (d) Can you call me tonight at 6 o'clock? No, I can't call at six but I can call you at seven.

3. *Transformation Drills:*
   (a) You may have this book. May I have this book? You can't have this book. Why can't I have this book?
   (b) They can leave at 4 o'clock. Can they leave at 4 o'clock? They can't leave at 4 o'clock. Can't they leave?

4. *Directed Practice:*
   (a) Mr._____tell Mr._____that he may try on your coat.
   (b) Mrs._____ask Mrs._____if you may try on her coat.
   (c) Mrs._____tell Miss_____that you can't walk to the theater. It's very cold tonight.

5. *Dialog for Dramatization:*
   --Here's the shoe department. These slippers are pretty. Try them on.
   --I can't wear them. The heels are too high.
   --Here's another pair. They're pretty too.
   --Yes, they are. I'll ask the saleslady if I may try them on.
   --Miss, may I try on these slippers?
   --Certainly. May I help you?

Reading and Writing

Groups I and II
Copy and say: thin, think, thank, thing, things, thick.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write out the Directed Practice.
(c) Write a narrative paragraph based on the Dialog.

Summary

1. Discuss with the students what children are permitted to do (may do) at home and in school; for example,
   - My son may listen to TV after supper.
   - My son may play in the park after school.
   - My son may wear his good suit to school.

2. Make a similar list of things that children "may not" do; for example,
   - My son can't go to bed after 9 o'clock.
   - My son can't stay home from school.
   - My son can't go to the movies during the week.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Put a sentence on the chalkboard.
   (b) Ask the students to expand it into a short narrative paragraph.
   (c) Have each one read his paragraph.

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## * LESSON 66 *

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*Aim:* To teach tag questions such as "You have (a pencil), don't you?" "You're (a mailman), aren't you?" "You speak (Spanish), don't you?" with answers in the affirmative and negative

*Vocabulary Areas:* Community helpers; languages spoken

*Pronunciation Emphasis:* (θ) in final position as in path

*Materials Needed:* Family members; classroom objects; pictures and real objects used in previous lessons and appropriate to this one

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) Have you (a blue pencil)? Yes, I do. No, I don't, but I have a red one.
   (b) Do you read (a Russian) newspaper? Yes, I do. No, I don't. I read a (Spanish) newspaper.

2. *Question - Answer Practice:*
   (a) Did you buy a new coat? Yes, I did. I bought a warm one.
   (b) Do you speak (Polish)? Yes, I do, but I also speak (English).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mr._____ask Miss_____if she speaks (German).
   (b) Mrs._____ask Miss_____if she saw her friend.

## Oral Presentation and Repetition

1. Say to the students, "Let's pretend that we are all meeting together to learn more about each other. We want to find out about each other's jobs. I think Mr._____is a mailman. Listen to my question to Mr._____. You're a mailman, aren't you?"

2. Then say to students, "What was my question?" Help students repeat your question, "You're a mailman, aren't you?"

3. Say, "Listen to his answer. 'Yes, I am. I'm a mailman.'" Ask, "What did he answer?" Help students repeat, "Yes, I am. I'm a mailman." Then say, "I'll ask another student the same question. I'll say, 'You're a mailman, aren't you?' but he'll answer me, 'No, I'm not. I'm a (mechanic).'"

4. Ask, "What did this student answer me?" Help students say, "No, I'm not. I'm (a mechanic)."

5. "Now listen to my question to Mr. (Gomez). You speak (Spanish), don't you?" Ask students, "What did I say to (Mr. Gomez)?" Help students repeat, "You speak (Spanish), don't you?"

6. Say, "Now listen to what (Mr. Gomez) answers, 'Yes, I do. I speak (Spanish).'" "Does (Mr. Gomez) speak (Spanish)?" Help students say, "Yes, he does. He speaks (Spanish)."

7. "Now listen to my question to Mrs. Greco. You have a son, don't you?" Ask students, "What did I ask Mrs. Greco?" Help students repeat, "You have a son, don't you?"

8. "Listen to her answer, 'Yes, I do; I have two sons.'" Ask, "Does Mrs. Greco have a son?" Help students answer, "Yes, she does. She has two sons."

9. With the appropriate gestures and questions present other subject pronouns with the tag questions.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (He reads) Spanish, (doesn't he)?
   (b) You bought (a new hat), didn't you?
   (c) (You have) a stamp, (don't you)?
   (d) (She) called you up, didn't (she)?

2. *Question - Answer Drills:*
   (a) You have a warm coat, don't you? Yes, I do. No, I don't.
   (b) She washed her hair, didn't she? No, she didn't. She has a cold.
   (c) I liked that movie, didn't you? Yes, I did. I liked it very much.
   (d) They read Spanish, don't they? Yes, they do. No, they don't, but they read Greek.
   (e) He's a doctor, isn't he? Yes, he is. No, he isn't. He's a professor.

3. *Progressive Substitution:*
   He tried on the hat, didn't he?
   bought
   coat
   They they?

4. *Dialog for Dramatization:*
   --What's that man? He's a teacher, isn't he?
   --No, he's not. He's a druggist.
   --Oh, yes! I remember. I bought some medicine from him. He speaks Spanish doesn't he?
   --Yes, he does. He speaks French too.
   --How wonderful to speak three languages!

Reading and Writing

Groups I and II
   Copy and say: both, path, tooth, teeth, youth, truth, growth.

Group I
   (a) Read and copy the Substitution Drills.
   (b) Copy the Dialog.

Group II
   (a) Answer the questions in the Question - Answer Drills using both the affirmative and the negative.
   (b) Read and vary the Dialog.
   (c) Prepare a narrative paragraph from the Dialog.

Summary

1. *Chain Drills:*
   (a) You're (a butcher), aren't you? No, I'm not. I'm (a baker).
   (b) We speak (English) don't we? Yes, we do. No, we don't. We speak (Portuguese).
   (c) You bought (a new coat), didn't you? No, I didn't. I bought (new gloves).

2. *Directed Practice:*
   (a) Mr. ______ask Mr.______if he speaks (French).
   (b) Mr. ______ask Mrs.______if she has a daughter.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Make up a list of 5 tag questions.
   (b) Give these orally or write them on the chalkboard.
   (c) Have the students write 2 answers to each question; one affirmative and the other, negative.
   (d) Read the questions once more and have each student give his 2 answers.

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## * LESSON 67 *

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*Aim:* To teach "You don't have a (pencil), do you?" "You're a mailman, aren't you?" "You're not (a mailman), are you?" "You don't (speak) (Spanish), do you?"

*Vocabulary Areas:* People in the community, sports, occupations, language spoken

*Pronunciation Emphasis:* Contrast (ð) and (θ) in initial position as in this and think

*Materials Needed:* Previously used pictures of workers in the community; several different foreign language newspapers; pictures of recreational activities (for example; swimming, driving, fishing)

*PROCEDURE*

Warmup

1. *Chain Drills:*
   (a) You have (a book), don't you? Yes, I do. No, I don't.
   (b) You're (a tailor), aren't you? Yes, I am. No, I'm not. I'm a (baker).

2. *Question - Answer Practice:*
   (a) He bought that red coat, didn't he? Yes, he did. No, he didn't. He bought the blue.
   (b) She speaks (German) doesn't she? No, she doesn't. She speaks (Italian).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mr._____ask Mr._____if he's from Spain.
   (b) Mrs._____ask Miss_____if she bought the paper.

## Oral Presentation and Repetition

1. Say, "Let's pretend that we know each other a little, but we want to know more about what we do, the language we speak, and the other things."

2. Using a picture ask, "You're not (a mailman), are you?" Ask the class, "What did I ask?" Help students repeat your question, "You're not (a mailman), are you?"

3. Say, "Now listen to his reply. He says, 'No, I'm not (a mailman). I'm a (baker).' What did he reply?" Help students repeat, "No, I'm not (a mailman). I'm (a baker)." (Use pictures.)

4. Say to another student, "You don't speak (Spanish), do you?"

5. Then say, "Listen to his reply, 'No, I don't speak (Spanish). I speak (Polish).'" Ask students, "What was his answer?" Help students answer, "No, I don't speak (Spanish). I speak (Polish)."

6. Now say to an individual student, "You don't have a (Spanish) newspaper, do you?" Help him say, "No, I don't. I have (an English) newspaper."

7. Present the patterns with the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (You're) not a doctor, are you?
   (b) (He doesn't have) a magazine, does he?
   (c) (You don't) speak Spanish, (do you)?
   (d) (You didn't) go to school, (did you)?
   (e) (They didn't) buy (the table), did they?
   (f) She didn't wash (her hair), did she?

2. *Question - Answer Drills:*
   (a) You don't speak (English) at home, do you? No, I don't. I speak (Greek) at home.
   (b) You don't have a warm coat, do you? Yes, I do. I have a warm coat.
   (c) He isn't a (mechanic), is he? No, he isn't. He's a (salesman).
   (d) She didn't try on the green skirt, did she? No, she didn't. Yes, she did.

3. *Progressive Substitution:*
   He didn't buy that hat, did he?
   They they?
   try on
   that coat

4. *Dialog for Dramatization:*
   --You know Mr. Gomez, don't you?
   --Yes, I do. I know him well.
   --He isn't a chauffeur, is he?
   --No, he isn't. He's a mechanic.
   --I like him. He's a nice chap, isn't he?
   --Yes, he is. We're good friends.

## Reading and Writing

Groups I and II
Copy and say: this, thick, that, them, those things, that thing, these thoughts.

Group I
(a) Read and copy the Substitution Drills.
(b) Copy and write in full the Progressive Substitution Drill.

Group II
(a) Answer the questions in the Question - Answer Drills using both the affirmative and the negative.
(b) Dramatize and then copy the Dialog varying the occupations.

(c) Write a narrative paragraph from the Dialog.
(d) Frame five questions based on the Dialog.

## Summary

1. *Guessing Game--"What is he?"* One student chooses an occupation such as a lawyer. He calls on individual students to guess what that occupation is. The student called on will say, "He isn't (a tailor) is he?" The answer will be, "No, he isn't a tailor." The student who guesses correctly will then choose another occupation.

2. *Chain Drills:*
   (Place some pictures of occupations and some recreational activities on the ledge to cue students.)
   (a) You speak (Spanish) at home, don't you?
   (b) You're a mechanic, aren't you?
   (c) You can (swim), can't you?

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Make up a list of five remarks and place these on the chalkboard.
   (b) Have the students compose a tag question for each remark.
   (c) Have them read their questions aloud.
   (d) Have the entire class read the remarks from the chalkboard.

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## * LESSON 68 *

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*Aim:* To teach "(I) must (go to school)." "(I have to) (go to school)." "Do (you have to) (go to school)?" "Must (you) (go to school)?" "(I don't) have to (go to school)."

*Vocabulary Areas:* Home; school; daily routines; time

*Pronunciation Emphasis:* Contrast (t), (ð) and (θ) in initial position as in time, this, and think

*Materials Needed:* Clock with movable hands; previously used pictures of children sleeping, getting up, brushing their teeth, etc.; calendar

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) When does (your son) usually get up? (He) usually gets up at (7) o'clock.
   (b) How are you going to the country? I'm going by (train).
   (c) You're not a teacher, are you? No, I'm not.
   (d) You're a student, aren't you? Yes, I am.

2. *Question - Answer Practice:*
   (a) What time do you usually get up? At (seven).
   (b) Will you go shopping with me later? Yes, I will. No, I won't.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Miss_____tell Mr._____to please close the window.
   (b) Mrs._____tell Mrs._____to please open the door.

### Oral Presentation and Repetition

1. Show a picture of a child sleeping. Say, "It's Monday. It's a school day. Let's pretend your son is sleeping late. He doesn't want to get up. What will you say to your son?" Point to the clock. "Look. It's 8 o'clock. You'll be late for school. You must get up now."

2. Ask students, "What do you say to your son when he doesn't want to get up?" Help them say, "You must get up now."

3. Now show a picture of a child brushing his teeth or washing up. Say, "Now I know it's late, but you must wash your hands and face and you must brush your teeth." Ask, "What must (John) do?" Help students say, "He must wash his hands and face and he must brush his teeth."

4. Say, "Listen. I said 'You must get up.' I can say, 'You have to get up.' I can say the same thing in two different ways. Listen to what I said. 'John, you must get up on time. John, you have to get up on time.' They mean the same thing."

5. Say, "John has to get up at 7 o'clock, but Mary doesn't go to school. She doesn't have to get up at 7 o'clock." Ask, "Does Mary have to get up at 7 o'clock?" Help students say, "No, Mary doesn't have to get up at 7 o'clock."

6. Present the other subject pronouns and engage in repetition practice using *I must* and *I have to.* Do not teach the negative of *must* in these contexts.

## Additional Oral Practice

1. *Substitution Drills:*
   - (a) (I have) to go to work at 8 o'clock.
   - (b) (I) must buy a new coat.
   - (c) You have to wash your (hair).
   - (d) They must learn to speak (English).

2. *Question - Answer Drills:*
   - (a) Do you have to go to school every night? Yes, I do. No, I don't have to go every night.
   - (b) Does he have to get up at 6 o'clock? Yes, he has to. No, he doesn't have to.
   - (c) Must you go now? Yes, I must. No, I don't have to.
   - (d) Do they have to go by train? Yes, they must. No, they don't have to go by train.

3. *Progressive Substitution:*
   They have to get up at 9 o'clock.
   7
   We
   go to bed

4. *Dialog for Dramatization:*
   --Tomorrow is Saturday. Let's go to the movies.
   --I'm sorry. I can't. I must go shopping.
   --Why do you have to go shopping tomorrow?
   --I have to buy food for the weekend. Our friends are coming to visit us.

## Reading and Writing

### Groups I and II

Copy and say: take these things; take them to Tom; tell that to Theodore; this thing is tinny.

### Group I

(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

### Group II

(a) Answer the questions in the Question - Answer Drills using both the affirmative and the negative.
(b) Write a narrative paragraph based on the Dialog.
(c) Frame 10 questions on the Dialog for your classmates to answer.

## Summary

1. *Chain Drills:*
   - (a) It's (7) o'clock in the morning. What must you do? I must (eat breakfast). It's 12 noon. It's 6 o'clock in the evening.
   - (b) What do you have to buy at (the bakery)? I have to buy (a dozen rolls).

2. Discuss with the class what rules children must follow in school and make a list of them; for example,
   - Children must obey the teacher.
   - Children must be on time.
   - Children must dress neatly.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Mimeograph a short dictation in which certain words have been omitted.
   (b) Read the entire dictation in its completed form.
   (c) Have the students fill in each space with the word or words they hear that correctly complete the dictation.
   (d) Have them read back the entire dictation.

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## * LESSON 69 *

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*Aim:* To teach the present perfect "(We) have visited (the Zoo) many times." "(Have you) ever visited (the Zoo)?" "(No), (I haven't) visited (the Zoo) yet." "Yes, I have." "No, I haven't."

*Vocabulary Areas:* Home; community; recreational facilities

*Pronunciation Emphasis:* (w) in initial position as in walk and what

*Materials Needed:* Clock; previously used pictures of the family getting dressed, combing their hair, etc.; calendar; a picture of a hospital

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) Did he (wash his hands)? Yes, he did. No, he didn't.
   (b) I visited him yesterday, did you? Yes, I visited him too.

2. *Question - Answer Practice:*
   (a) May he go to the library with me? Yes, he may go. No, he can't go.
   (b) Does he have to comb his hair? Yes, he has to comb his hair.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Miss_____ask Mr._____if he's going to the party.
   (b) Mrs._____ask Mrs._____if the children are ready.

### Oral Presentation and Repetition

1. Using a picture say, "My friend is in the hospital. I visited him yesterday."

2. With the calendar, point to several days and say, "I've visited him many times." Write the sentence on the board. Give the long form "I have visited him many times."

3. Point to pictures of recreational resources in the community. Say, "I've been to the (museum) many times. Have you ever been to the (museum)?"

4. Teach, "Yes, I have. No, I haven't."

5. Teach, "I haven't been to the (museum) yet."

6. Present all the pronouns but teach the concept with *many times* and with *ever*. Contrast a definite time in the past (yesterday, a few minutes ago) with an indefinite time prior to this moment. (I've cooked the dinner.)

7. Present the other subject pronouns and engage in repetition practice.

8. Remember that many people no longer differentiate the *w* and the *wh* as in way and why.

### Additional Oral Practice

1. *Substitution Drills:*
   (a) (I have) brushed (my) teeth.
   (b) (I haven't) watched television all afternoon.
   (c) We have visited (the clinic) this week.

(d) She has called (Mary) up twice today.

2. *Question - Answer Drills:*
   (a) Have you closed the door? Yes, I have. No, I haven't.
   (b) Has he tried on the blue coat? Yes, he has. No, he hasn't, but he's tried on the red one.
   (c) Has it rained today? No, but it has snowed all day.
   (d) Has she called you up this week? Yes, she has. No, she hasn't called me this week.

3. *Dialog for Dramatization:*
   --What have you done all day?
   --We've visited many interesting places in the city.
   --Where have you been?
   --We've been to the library, to City Hall, and to the zoo.
   --Have the children enjoyed themselves?
   --They've loved every minute of it.

### Reading and Writing

Groups I and II

Copy and say: what, when, where; water, wet, walk, want, warm, wool; I want a warm wool coat.

Group I

(a) Read and copy the Substitution Drills.
(b) Dramatize and copy the Dialog.

Group II

(a) Answer the questions in the Question - Answer Drills using both the affirmative and the negative.
(b) Write a narrative paragraph based on the Dialog.
(c) Write from dictation: Today we have visited many interesting places in the city. We have seen the library, City Hall, and the zoo. The children have enjoyed themselves. They've loved every minute of the visit.

### Summary

1. *Chain Drills:*
   (a) What places have you visited in our city? We've visited (City Hall).
   (b) Have you tried on (the red hat)? Yes, I have. No, I haven't.

2. *Directed Practice:*
   (a) Mr._____tell Miss_____what you have done today.
   (b) Mr._____tell Mrs._____what places you have not visited yet.
   (c) Mrs._____tell Mrs._____why you're tired.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Make up 5 questions in the present perfect tense. Place these on the chalkboard.
   (b) Have the students write an answer for each question using the same tense.
   (c) Read back questions from the chalkboard.
   (d) Have each student read his answer aloud.

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## * LESSON 70 *

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*Aim:* To teach the present perfect of familiar verbs such as, "(I've bought) a new dress." "(I've) read a lot of books." "(I've) gone to the movies."

*Vocabulary Areas:* Home, community, articles of clothing, shopping

*Pronunciation Emphasis:* (kw) in initial position as in qu͟ick

*Materials Needed:* Map; calendar; previously used pictures of a department store; clothing; movies

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time; numbers; colors

2. *Chain Drills:*
   (a) What did you buy at the drug store? I bought (soap).
   (b) Whom did you see last night? I saw (my aunt).
   (c) Have you ever been to the Community Center? Yes, I have. No, I haven't.

3. *Question - Answer Practice:*
   (a) What do you want for your birthday? I want (a bicycle).
   (b) Where did he go on his vacation? He went to (England).

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Directed Practice:*
   (a) Mr._____tell Mr._____how often you've changed your job.
   (b) Miss_____tell Mrs._____how often you've been to (Italy).

### Oral Presentation and Repetition

1. Show a picture of a department store. Say, "Let's pretend that we've all come back from shopping. Look. I've bought a new coat." Ask individual students, "What have you bought?"

2. Help individual students say, "I've bought a new (coat)." Cue them with pictures.

3. Then say, "I've seen that picture. Let's go to another movie." Ask students, "Have you seen this picture." Help them say, "Yes, I've seen that picture too."

4. Say, "I've given my son a bike." Ask, "What have I given my son?" Help students say, "You've given him a bike."

5. Say, "I haven't gone to the new bakery yet." Ask, "Have you gone to the new bakery yet?" Help students say, "No, I haven't gone to the new bakery either."

6. Present the other subject pronouns and engage in repetition practice.

### Additional Oral Practice

1. *Substitution Drills:*
   (a) (I've) bought) a lot of fruit today.
   (b) He's given his son (a football).
   (c) They've gone to (the movies).
   (d) (I haven't) seen your son yet.
   (e) (I've) seen him many times.
   (f) (Have you) ever gone there?
   (g) (I haven't) gone there yet.

2. *Question - Answer Drills:*
   (a) Have you bought new clothes? Yes, I've bought some new clothes. No, I haven't bought any new clothes.
   (b) Have you gone to see your mother yet? Yes, I've gone to see her. No, I haven't gone yet.
   (c) Where have you seen that boy? I've seen him often with my son. I've never seen him.
   (d) Who hasn't given me his paper? I haven't given you my paper.

3. *Progressive Substitution:*
   He hasn't bought many toys.
   seen
   clothes.
   They haven't
   places.

4. *Dialog for Dramatization:*
   --Have you been to the store today, Rose?
   --Yes, I have. I've bought a lot of food for the weekend.
   --Have you seen the new picture at the movies?
   --No, I haven't. I'd like to go tonight.
   --Good. Let's go with the children.

### Reading and Writing

Groups I and II
Copy and say: quick, quite, queer, question.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Answer the questions in Question - Answer Drills.
(b) Write a narrative paragraph based on the Dialog.
(c) Take this dictation: My wife went shopping today. She's bought a lot of food for the weekend. We haven't seen the new picture at the movies. We're going to the movies tonight with the children.

### Summary

1. *Chain Drills:*
   (a) What have you bought? I've bought (a few books).
   (b) Have you seen a lot of pictures? Yes, I have. No, I haven't.
   (c) Where have you gone on your vacation? We've gone to (France) and to (Italy).
   (d) Have you given her a birthday present? Yes, I've given her some new (clothes).

2. *Game--"Where has he gone?"* The student who is "it" picks a country and then asks another student, "Where has he gone?" This student points to (Spain) on the map and says, "He's gone to (Spain)." The student who is "it" says, (if the answer is incorrect) "No, he hasn't," and calls on another student. The student who guesses correctly then becomes "it".

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Make up 5 sentences, each in scrambled form.
   (b) Place them on the chalkboard.
   (c) Have the students write a new sentence, using all and only the items given.
   (d) Have them read the new sentence aloud.
   (e) For example: vacation/on/where/gone/have/your/you/
   Where have you gone on your vacation?

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## * LESSON 71 *
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*Aim:* To teach "(I) should invite (him) to the party." "(I) ought to invite (him) to the party." "Should (I) invite (him) to the party?"

*Vocabulary Area:* Giving a party

*Pronunciation Emphasis:* (z) in initial position as in zoo

*Materials Needed:* Calendar; pictures of a party; party foods such as cakes, soda, candy, etc.

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) What did you buy at the store? I bought (2 pounds of candy) and some (coke).
   (b) Where has he gone on his vacation? He's gone to (Spain).
   (c) Have you ever bought a car here? Yes, I have. No, I haven't.

2. *Question - Answer Practice:*
   (a) Does he have a lot of books? Yes, he has. No, he hasn't.
   (b) Has he given you some toys? Yes, he has. No, he hasn't given me any toys.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
    (a) Mrs._____tell Mr._____what you've bought.
    (b) Mrs._____tell Miss_____what you've seen at the store.

### Oral Presentation and Repetition

1. Point to the calendar and say, "Let's pretend that we are going to have a party next Saturday. Let's plan what we should do and what we should serve."

2. Say, "It would be nice to invite all our friends. We should invite all our friends to the party." Ask, "Whom should we invite to the party?" Help students say, "We should invite all our friends to the party."

3. Show pictures of party cakes, cookies, and bottles of soda. Say, "We should buy (soda and cookies)." Ask, "What should we buy?" (Show soda and cookies.) Help students answer, "We should buy (soda and cookies)."

4. Showing pictures of (nuts and candy) say, "We ought to serve (nuts and candy) too." Say to students, "Notice that 'ought' is another way of saying 'should'." Ask, "What else should we serve?" Help students say, "We should serve (nuts and candy) too. We ought to serve nuts too."

5. Shake your head and say, "We shouldn't spend a lot of money." Ask, "Should we spend a lot of money?" Help students answer, "No, we shouldn't spend a lot of money."

6. With the appropriate gestures present the other subject pronouns and engage in repetition practice.

### Additional Oral Practice

1. *Substitution Drills:*
    (a) (I) ought to invite Mary to the party.
    (b) (I) should serve cake and ice cream.
    (c) We ought to buy (cookies) and (cake).
    (d) (I) shouldn't spend a lot of money.
    (e) (I) should get up early.
    (f) (I) should speak English.
    (g) What should (I) do?

2. *Question - Answer Drills:*
    (a) Whom should we invite to the party? We should invite (John and Mary).
    (b) What should we serve to drink? We should serve (coffee and tea).
    (c) Shouldn't you prepare the food early? Yes, I should. No, I shouldn't. It will get cold.
    (d) Shouldn't your friend help you? Yes, she should. No, she shouldn't. She's too busy.

3. *Directed Practice:*
    (a) Mr._____tell Mr._____that he ought to buy candy for the party.
    (b) Mrs._____tell Mrs._____that she should bake a cake.

4. *Progressive Substitution:*
    We ought to invite Mr. and Mrs. Jones to the party.
    You
    should
    the Browns
    my house.

5. *Dialog for Dramatization:*
    --It's Harry's birthday. I ought to have a party.
    --Good. Who (whom) are you going to invite?
    --I should ask all his friends from school.
    --What are you going to serve?
    --I'll serve cake and coffee, but I should have ice cream for the children.
    --It sounds like fun. I'll help you.

### Reading and Writing

Groups I and II
Copy and say: zero, zip, zipper, zoo.

Group I
(a) Read and copy the Substitution Drills.
(b) Copy and complete the Progressive Substitution Drill.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write a narrative paragraph based on the Dialog.
(c) Take this dictation: Saturday is my birthday. I ought to have a party. I'll invite my friends from the office. I'll serve coffee and cake, but I should have ice cream for the children. It should be fun.

Summary

1. *Chain Drills:*
   (a) What should we serve at our party? We should serve (cake and coffee).
   (b) Who (whom) should I invite to dinner? You should invite (Mr. Jones and his wife.)

2. Help the class to compose together a letter of invitation inviting a friend to a party.

January 9, 19__

Dear James,

I am having some friends to my home on Saturday, January 15 at 8 o'clock. Can you and your wife come? I'd like very much to see you. Please call and let me know if you can come.

Sincerely,

__________

3. Have each student read his letter aloud.

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## * LESSON 72 *

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*Aim:* To teach "Everybody was invited to the party." "Was everybody invited to his party?" "Did anybody refuse your invitation?" "Nobody refused the invitation." "I didn't see anybody."

*Vocabulary Area:* A class party

*Pronunciation Emphasis:* Contrast (t), (ð) and (θ) in final position as in ought, with, and bath

*Materials Needed:* A calendar; pictures of refreshments served at a party such as cake, candy, soda, etc.

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) What did you serve at the party? I served (ice cream).
   (b) Did you invite (Mary)? Yes, I invited (her).

2. *Question - Answer Practice:*
   (a) Should I serve wine for dinner? Yes, I think you should. No, you shouldn't.
   (b) Should I invite John to my party? Yes, you ought to invite him.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mrs._____tell Mr._____that he should wear a warm coat because it's cold out.
   (b) Mrs._____ask Miss_____if you should serve cookies to the children.

### Oral Presentation and Repetition

1. Point to the calendar and say, "Let's pretend that we're going to have a class party in about two weeks." With a sweeping gesture encompassing the whole class say, "Everybody in the class is

invited." (Point to several students saying, "You're invited. You're invited. Everybody is invited.")

2. Ask, "Is everybody in the class invited?" Help students answer, "Yes, everybody is invited."

3. Say, "This is going to be a class party." Again make the sweeping gesture to include the whole class and say, "Everybody will help." Nodding your head ask, "Will everybody help?" Help students say, "Yes, everybody will help."

4. Show a picture of refreshments served at parties such as cake, candy, soda, etc. Smile and say, "Look at all the good things we're going to serve. Nobody will refuse our invitation."

5. Ask, "Do you think anybody will refuse our invitation?" Help them say, "No, nobody will refuse our invitation."

6. Remember that *anybody* and *nobody* need extensive practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) Everybody is coming to our party next (Monday).
   (b) Does everybody like (candy)?
   (c) Nobody wants to go with (Mary) to the store.
   (d) Does anybody want to (help)?
   (e) (I) (didn't) (see) anybody.

2. *Question - Answer Drills:*
   (a) Did everybody in the house go to John's party? Yes, everybody went. I don't know if everybody went.
   (b) Who helped you with the party last night? Everybody in the family helped.
   (c) Who went to the country last Sunday? Nobody went. It was raining.
   (d) Did anyone go to visit Mary at the hospital? Nobody went today.

3. *Progressive Substitution:*
   Everybody enjoyed that movie.
   TV program.
   Nobody
   liked

4. *Dialog for Dramatization:*
   --Martin, I'm having a birthday party for Harry on Saturday. Will you come?
   --I'd love to. Who else is coming?
   --I invited everybody in the club.
   --I'm sure nobody will refuse your invitation. You're such a good cook.

## Reading and Writing

Groups I and II
Copy and say: hat, bathe, bath; rat, wrath; pat, path; wit, with; sight, scythe.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Progressive Substitution Drill.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write a paragraph based on the Dialog.
(c) Take this dictation: I'm having a birthday party for John on Saturday night. Martin said he would come. I invited everybody in our club. Nobody has refused my invitation.

## Summary

1. *Question - Answer Practice:*
   (a) Has everybody in the class visited the museum? Yes, everybody has visited the museum.
   (b) Did anybody stay away from the party on Saturday? Nobody stayed away. Everybody came.
   (c) Who liked the chocolate cake? Everybody did.
   (d) Did anybody refuse the ice cream? Nobody refused it.

(e) Did you see anyone here? No, I didn't see anyone.

2. *Expansion Drills:*
   (a) Everybody went to the party.
   Everybody went to the party on Saturday.
   Everybody went to the party on Saturday at John's house.
   (b) Nobody ate the cake.
   Nobody ate the chocolate cake.
   Nobody ate the chocolate cake at the party.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Compose five or six sentences leaving out the pronouns *everybody, anybody, nobody.*
   (b) Have the students fill in each blank with the proper pronoun.
   (c) Have them read the completed sentences.

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## * LESSON 73 *

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*Aim:* To teach "How long (have you) (been) here?" "(I've) (been) here for (2 years)." "(I've (been) here since (1960)."

*Vocabulary Areas:* Time (years); dates

*Pronunciation Emphasis:* (z) in medial position as in raisin

*Materials Needed:* Calendar showing the whole year on one page; clock with movable hands; map

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) Where are you from? I'm from (Spain).
   (b) When did you come to the United States? I came here in (1960).

2. *Question - Answer Practice:*
   (a) In what month were you born? I was born in (June).
   (b) What time did you get up today? I got up at (6) o'clock.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Expansion Drill:* I should invite John to the party. I should invite John and his wife to the party. I should invite John and his wife to the party on Saturday night.

5. *Transformation Practice:* Have the students change *should* to *ought to* in many sentences.

### Oral Presentation and Repetition

1. Point to the clock and say, "It's 9 o'clock. We came to school at eight. We've been in school for 1 hour." Ask, "How long have we been in school?" Help students say, "We've been in school for 1 hour."

2. Point to (September) on the calendar. Say, "We've been in school since (September)." Ask, "Since when have we been in school?" Help students answer, "We've been in school since (September)."

3. Point to the calendar. Count the months since (September). Say, "We've been in school for (5) months." Ask, "How long have we been in school?" Help students say, "We've been in school for (5) months."

4. Point to (Spain) on the map. Say to an appropriate student, "(Mr. Perez), you came from (Spain). How long have you been in the United States?" Help (Mr. Perez) say, "I've been in the United States since (1964)."

5. Ask, "How many years has (Mr. Perez) been in the United States?" Help students say, "He's been here for (8) years."

6. With the appropriate material and gestures present the other subject pronouns and engage in repetition practice.

7. Remember that *for* is generally used for times that are not too specific; for example, "I've known him for a month," but "I've known him since (October 14)."

## Additional Oral Practice

1. *Substitution Drills:*
    (a) (I've) worked here for 6 years.
    (b) (I've) been in the United States since 1962.
    (c) We've read since (5) o'clock.
    (d) They've been in school for (3) months.

2. *Question - Answer Drills:*
    (a) How long have you watched TV? I (we) watched TV since (7) o'clock. I've watched TV for (an hour and a half).
    (b) How long has your brother lived here? He's lived here since (1959). He's lived here for (9) years.
    (c) How many hours has she been preparing supper? She's been preparing supper for ([illegible]) hours. She's been preparing it since 6 o'clock.
    (d) How long has he worn those shoes? He's worn those shoes for a whole year. He's worn those shoes since last winter.

3. *Dialog for Dramatization:*
    --Mr. Thomas, you speak English well. Have you been here long?
    --Thank you. Well, I've been in the United States since 1964.
    --How long have you been in school?
    --I've been in school for 2 years.
    --You've done very well.

## Reading and Writing

Groups I and II
Copy and say: pleasant, cousin, husband, easy, raisin, raising.

Group I
(a) Read and copy the Substitution Drills.
(b) Answer the questions in the Question - Answer Drills using *for* and *since*.

Group II
(a) Complete the Directed Practice using expressions with *for* and *since*.
(b) Copy the Dialog varying the dates and times.

## Summary

1. *Chain Drills:*
    (a) I've been here since 1964. How long have you been here?
    (b) I've worked for 2 years. How long have you worked?

2. *Progressive Substitution Drill:*
    They've been in Buffalo for 6 years.
    Albany
    since 1961.
    lived
    We've

3. *Directed Practice:*
    (a) Mr._____ask Mr._____how long he's studied English.
    (b) Mrs._____ask Mrs._____how many hours she spent cooking today.
    (c) Mr._____tell Mrs._____how many years you've lived in (Albany).

4. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Have the students write an original dialog using the expressions studied in this lesson.
    (b) Have them read their dialogs aloud.

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# * LESSON 74 *
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*Aim:* To teach "I haven't been here since 1965." "I haven't been here for 2 months."

*Vocabulary Areas:* Expressions of time such as only, just, for a long time, for a little while, last (June), yet

*Pronunciation Emphasis:* (z) in final position as in he's

*Materials Needed:* Clock with movable hands; calendar showing the whole year; maps

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) We've waited for (2) hours. How long have you waited?
   (b) They've lived here since last (May). How long have you lived here?

2. *Question - Answer Practice:*
   (a) How long have you lived in (Buffalo)? I've lived here since (1958). I've lived here for (5) years.
   (b) Have you worked at the store since June? No, I've only worked here since August.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Progressive Substitution:*
   I've been here since 1964.
   We've
   lived
   for a long time.
   there

## Oral Presentation and Repetition

1. Point to the clock and say, "I've been in school since 3 o'clock. You've just come to school." Shake your head. Say, "You haven't been here since 3 o'clock."

2. Ask, "Have you been here since 3 o'clock?" Help students say, "No, I haven't been here since 3 o'clock."

3. Point to the calendar and say, "I've lived here for 2 years. John has lived here for 2 months. He hasn't lived here for 2 years."

4. Ask, "Has John lived here for 2 years?" Help students say, "No, he hasn't lived here for 2 years."

5. Point to the calendar and say, "Paul has been in school for only 1 month." Ask, "How long has Paul been in school?" Help students say, "Paul has been in school for only 1 month."

6. Say, "I've been living in (Albany) for 20 years. I've been living in (Albany) for a long time." Ask, "How long have I been living in (Albany)?" Help students to answer, "You've been living in (Albany) for a long time."

7. Point to the clock and say, "I'm waiting for Mr._____. It's only half past seven. I've been waiting since 7 o'clock. I've only waited a little while." Ask, "How long have I waited?" Help students say, "You've only waited a little while."

8. With appropriate gestures present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I haven't) worked since last September.
   (b) They haven't been in (Albany) for a long time.
   (c) (I've) waited for only a little while.
   (d) (They've) worked for only 1 month.

2. *Question - Answer Drills:*
   (a) Have you been here since September? No, I haven't been here since September. I've only been here since December.
   (b) Have you seen him before? No, I haven't. He's just come here.
   (c) Have you waited for a long time? Yes, I've waited a long time. No, I've only waited a little while.
   (d) Haven't you washed your hands yet? Yes, I have. No, I haven't.

3. *Directed Practice:*
   (a) Mr._____tell Mr._____that you haven't been here since last August.
   (b) Miss_____ask Mrs._____if she has waited for a long time.
   (c) Mr._____ask Mrs._____if she has just come home.
   (d) Mr._____tell Mr._____that you've only worked for 2 months.

4. *Dialog for Dramatization:*
   --I didn't see you come in, Frank.
   --I've just been home for half an hour.
   --I haven't shopped for dinner yet. I've only bought some fruit and cake.
   --Let's eat dinner out. We haven't gone out since last month.
   --Wonderful. I always enjoy going out for dinner.

## Reading and Writing

Groups I and II
Copy and say: he's, his, has, hers, pencils, pens, rulers, erasers, boys, girls.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Write out the Directed Practice Drills.
(b) Answer the questions in the Question - Answer Drills.

## Summary

1. *Chain Drills:*
   (a) Haven't you been here since last (August)? Yes, I have. No, I haven't been here since last (August).
   (b) How long have you been here? I haven't been here long. I've been here for a long time. I've been here since_____. I've been here for_____. I've been here only_____.

2. *Progressive Substitution Drill:*
   They haven't been to Europe since 1950.
   We
   New York
   lived in
   for a long time.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Have the students write a short narrative paragraph, using the expressions studied in this lesson.
   (b) Have them read their paragraphs aloud.

## Additional Activities Devised by the Instructor

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# * LESSON 75 *
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*Aim:* To contrast the past and the present perfect tenses "(I) went there yesterday." "(I)'ve gone there many times."

*Vocabulary Area:* Looking for an apartment

*Pronunciation Emphasis:* Contrast (s) and (z) in final position as in rice and raise

*Materials Needed:* Apartment for rent ads in the local newspapers; calendar

*PROCEDURE*

## Warmup

1. Greetings, date, weather, time, numbers, colors

2. *Chain Drills:*
   (a) Have you been to the movies lately? No, I haven't been to the movies for (2) months.
   (b) Have you gone to this school long? No, I've only gone for (2 weeks). Yes, I've gone to this school since last (June).

3. *Question - Answer Practice:*
   (a) Have you seen your friend lately? No, I haven't seen her for a long time.
   (b) Were you in Europe last summer? No, I haven't been there since 1960.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Directed Practice:*
   (a) Mr._____tell Mr._____whether you have a small or large apartment.
   (b) Mrs._____tell Mrs._____how many rooms there are in your apartment.

## Oral Presentation and Repetition

1. Say, "Let's pretend that our apartment is very small and that we're looking for a larger one. An apartment is very hard to find. We've asked all our friends to help us. One friend asked, 'Have you gone to the City Housing Office?' I told her, 'Yes, we've gone there often.'"

2. Ask the students, "Have you gone to the City Housing Office?" Help them say, "Yes, we've gone there often."

3. Using the calendar say, "I went there yesterday (again)." Ask students, "When did I go there again?" Help students say, "You went there again yesterday."

4. Show the apartment for rent ads in the newspaper. Say, "I also looked at the ads in the newspaper this morning." Ask, "When did I look at the ads in the newspaper?" Help students say, "You looked at the ads in the newspaper this morning."

5. Show the calendar and pointing to a number of days say, "I've looked at the ads in the newspaper every morning." Elicit, "You've looked at the ads every morning."

6. Say, "I need an apartment with two bedrooms. I saw only one apartment with two bedrooms last week." Ask, "How many apartments did I see?" Help students say, "You saw only one apartment."

7. Say, "I've seen many apartments but they cost too much." Ask, "Have I seen many apartments?" Help students say, "Yes, you've seen many apartments."

8. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I) went there yesterday.
   (b) (I've) gone there every day.
   (c) She saw him last (Sunday).
   (d) They've seen him every (Sunday) since May.

2. *Question - Answer Drills:*
   - (a) Did you see your friend at the Housing Office yesterday? Yes, I did. I saw him yesterday.
   - (b) Have you watched TV lately? Yes, I've watched TV every evening.
   - (c) Did you invite your friend to your party? Yes, I invited her to my party. I've always invited her to my parties.
   - (d) Did you work last week? Yes, I worked last week. I've worked every week since May.

3. *Directed Practice Drills:*
   - (a) Mrs._____tell Miss_____what you wore last night.
   - (b) Mr._____ask Mr._____if he has worn his new hat often.

4. *Dialog for Dramatization:*

--Jim, I went to the Housing Office again yesterday.
--It's no use. I've gone there every Saturday and I haven't found an apartment yet.
--I saw an ad for an apartment in this morning's paper. It looks good.
--I've been looking at the ads every day for a month, but have had no luck.
--Too bad. I hope we'll find apartments soon.

### Reading and Writing

Groups I and II

Copy and say: praise, price; raise, rice; slays, slice; ways, Weiss; his, hiss; peas, peace.

Group I
- (a) Read and copy the Substitution Drills.
- (b) Answer the questions in the Question - Answer Drills.

Group II
- (a) Complete the Directed Practice Drills.
- (b) Write a narrative paragraph based on the Dialog.

### Summary

1. *Chain Drills:*
   - (a) What kind of apartment have you been looking for? I've been looking for an apartment with (three) bedrooms.
   - (b) Have you found an apartment yet? No, I haven't. I haven't found an apartment yet. Yes, I found one last week.

2. *Expansion Drills:*
   - (a) I've looked for an apartment.
   - (b) I've looked for a large apartment.
   - (c) I've looked for a large apartment with three bedrooms.
   - (d) I've looked for a apartment with three bedrooms and a dining room.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   - (a) Dictate a short sentence in the simple past tense.
   - (b) Have the students copy it.
   - (c) Have the students change the simple past to the present perfect.
   - (d) Reverse the procedure.
   - (e) Have them read both the dictated sentence and its changed version.

### Additional Activities Devised by the Instructor

# * LESSON 76 *

*Aim:* To teach the comparative and superlative forms of adjectives. John is a (tall) boy. Frank is (taller) than John. Tom is the (tallest) of them all.

*Vocabulary Area:* People

*Pronunciation Emphasis:* (ʒ) as in measure

*Materials Needed:* Pictures of boys and girls of different heights and ages

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) What kind of apartment have you been looking for? I've been looking for a (large) apartment with (three) bedrooms.
   (b) How many children do you have? I have (three) boys and (two) girls.

2. *Question - Answer Practice:*
   (a) Which table did you buy, the large one or the small one? I bought the (small) one. I like it better.
   (b) Did you go to the big sale at the department store yesterday?
   (c) Yes, I did. No, I didn't go. I didn't need anything.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* She found a nice, big apartment. She didn't find a nice, big apartment. Did she find a nice, big apartment? Didn't she find one?

## Oral Presentation and Repetition

1. Hold up a picture of a group of boys. Point to one boy in the picture and say, "Look. This is John. He is a tall boy." Then point to another boy who is taller than John. Say, "This is Frank. Frank is taller than John." Point to the picture of each boy as you name him.

2. Again pointing to the picture of each boy as you name him ask, "Is Frank taller than John?" Help students say, "Yes, Frank is taller than John."

3. Show the pictures again. Ask, "Who is taller, Frank or John?" Help the students say, "Frank is taller."

4. Now show a picture of a group of boys. Point to the tallest boy in the group and say, "This is Tom. He is the tallest boy of all." Ask, "Is Tom the tallest?" Help students say, "Yes, he is the tallest."

5. Again pointing to Tom ask, "Who is the tallest boy?" Help students say, "Tom is the tallest."

6. Repeat the above procedure using appropriate pictures illustrating the comparative and the superlative of such adjectives as *short, wide, thin, fat,* etc. It is more desirable to use pictures than students for a lesson of this kind.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I'm) taller than John.
   (b) He's the (smartest) boy in the class.
   (c) (Mary's) the prettiest girl in the room.
   (d) Charles is (fast) but Tony is (faster).

2. *Question - Answer Drills:*
   (a) Is today warmer than yesterday? Yes, it's warmer today. No, yesterday was warmer. It was warmer yesterday.
   (b) Are these the biggest oranges you have? Yes, they're the biggest and the sweetest. No, that one is bigger.

(c) Which dress are you going to wear tonight? I'm going to wear the white one. It's the newest. I'm going to wear my newest dress.

3. *Transformation Drills:*
    (a) That's the tallest building in the city. That's not the tallest building in the city. Is that the tallest building in the city? Which is the tallest building in the city?
    (b) They're the youngest couple here. They're not the youngest couple here. Are they the youngest couple here?
    (c) The lion's stronger than the tiger. The lion's not stronger than the tiger. Is the lion stronger than the tiger? Which is stronger, the lion or the tiger?

4. *Dialog for Dramatization:*
    --Mrs. Jacobs, you have five lovely children.
    --Thank you.
    --Which one is the oldest?
    --John is the oldest and Frank is the youngest.
    --Is Mary younger than Sue?
    --Yes, she is. She's a year younger.

## Reading and Writing

Groups I and II
Copy and say: measure, treasure, pleasure, leisure.

Group I
(a) Read and copy the Substitution Drills.
(b) Dramatize and copy the Dialog.

Group II
Read the following paragraph. Answer the questions first orally and then in writing.

Mr. and Mrs. Jones have three children. The oldest is Marie, the next is Mike, and the youngest is Florence. Mike is the only boy in the family. He's the tallest of the three.

(a) Who is the oldest child?
(b) Who is the youngest?
(c) Is Marie older than Mike?
(d) Is Florence younger than Mike?
(e) Who is the tallest?

## Summary

1. *Chain Drills:*
    (a) Are you the oldest in your family? No, I'm not. I'm the youngest. I'm the only child in the family. Yes, I'm the oldest of (four).
    (b) Who is taller, you or your brother? I'm taller. My brother's taller. I have no brother.

2. *Progressive Substitution:*
    Robert is the tallest boy in the class.
    smartest
    school.
    William
    man

3. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Dictate a list of short adjectives (short, old, young, great, tall, green, etc.) in the positive form.
    (b) Have the students copy them in their notebooks or at the chalkboard.
    (c) Have them write the comparative and superlative forms for each.
    (d) Have them read back the three forms.

## Additional Activities Devised by the Instructor

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# * LESSON 77 *
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*Aim:* To teach "His job is better than mine." "His job is the best of all." "Her job is worse than his." "This is the worst job I've ever had."

*Vocabulary Areas:* People; jobs

*Pronunciation Emphasis:* (ŋ) as in sing

*Materials Needed:* Pictures of people engaged in occupations

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) Is your (son) older than (10)? He's older. He's (14). No, he's not. He's younger. He's only (8).
   (b) Is (an orange) sweeter than (an apple)? Yes, it's sweeter.

2. *Question - Answer Practice:*
   (a) Which is the (warmest) season of the year? (Summer) is the (warmest) season of the year.
   (b) Is today (cooler) than yesterday? Yes, it's cooler than yesterday. No, it's not.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mr._____ask Mr._____if he's taller than his brother.
   (b) Miss_____ask Mrs._____which is her youngest child.

## Oral Presentation and Repetition

1. Say, "Let's pretend that you have a new job. It's a good job." Smile and say, "It's a better job than the one I had." Ask, "Is this job better?" Help students say, "Yes, it is a better job."

2. Say, "I'm very happy in this job. I get a good salary. It's the best job I've ever had." Ask, "Is this the best job I've ever had?" Elicit, "Yes, it's the best job you've ever had."

3. Then say, "My brother just got a new job." Shake your head sadly and say, "He's not as lucky as I am. His new job is not as good as the last one he had. His new job is worse than his old job." Ask, "Is his new job worse than his old job?" Help students say, "Yes, his new job is worse than his old one."

4. Say, "My poor brother! This is the worst job he's ever had." Ask, "Is this the worst job he's ever had?" Elicit, "Yes, it's the worst job he's ever had."

5. With appropriate questions and gestures, present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I have) a good job but Tom has a better one.
   (b) That's the best (food) I've ever had.
   (c) (His) cold is worse today.
   (d) This is the worst storm we've had since last (March).

2. *Question - Answer Drills:*
   (a) Is the weather here worse than in (Poland)? Yes, it's worse here in the winter. No, it's better here.
   (b) Isn't that the best movie you've ever seen? Yes, it is.
   (c) Is your new job better than the last one? Yes, it's much better. No, it's not. It's about the same.
   (d) What was the worst job you ever did? The worst job I ever did was (cleaning the stove).

3. *Transformation Drills:*
   (a) He's the best student in the class.
   John's
   worst
   driver school.
   (b) Mary's cold was worse than mine.
   better
   his.
   Her
   John's.

4. *Dialog for Dramatization:*
   --Have you found a new job yet, Fred?
   --Yes, I've gotten a much better job.
   --Good for you! Is the salary better, too?
   --Yes, it's the best I've ever earned.
   --I wish I could say the same. My job is worse than ever.

## Reading and Writing

Groups I and II
Copy and say: ring, rang; sing, sang; bing, bang; wing, wang.

Group I
(a) Read and copy the Substitution Drills.
(b) Copy the Transformation Drills in full.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write a narrative paragraph based on the Dialog.
(c) Take this dictation: Fred has a new job. It's much better, than his old one. He earns a better salary too. I wish I could get a better job too.

## Summary

1. *Chain Drills:*
   (a) Is your (headache) worse? Yes, it is. No, it's better, thank you.
   (b) Who has the best handwriting? (John) has.

2. *Transformation Drills:*
   (a) John's car is better than ours. John's car isn't better than ours. Is John's car better than ours? Which car is better? John's or ours?
   (b) Today's storm is the worst this year. Today's storm isn't the worst this year. Is today's storm the worst this year?
   (c) That's the best meat for broiling. That's not the best meat for broiling. Is that the best meat for broiling?

3. *Suggestions for further practice in reading or writing either in class or at home:*
   (a) Make up a list of five simple sentences in the positive form. Write these on the chalkboard.
   (b) Have the students copy them and then formulate the same sentences in the comparative and the superlative.
   (c) Have the entire class read all the sentences in the three forms.

## Additional Activities Devised by the Instructor

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# * LESSON 78 *
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*Aim:* To teach "This is expensive." "This is more (expensive) than that." "This is the most (expensive) of all."

*Vocabulary Areas:* Shopping in the community; discussing books

*Pronunciation Emphasis:* (ŋk) as in sink

*Materials Needed:* Several books with attractive book jackets

*PROCEDURE*

## Warmup

1. *Chain Drills:*
    (a) Which sport do you like best? I like (baseball) best.
    (b) Who is younger, you or your brother? My (brother) is younger. I'm younger. I have no brother.

2. *Question - Answer Practice:*
    (a) Is the weather worse today than yesterday? Yes, it's worse. No, it's not. It's the same.
    (b) Which dress is more expensive? The green one or the blue one?

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
    (a) Mr._____tell Mr._____which city you like the best.
    (b) Miss_____ask Miss_____if she's a better cook than her sister.

## Oral Presentation and Repetition

1. Say, "We've learned to say that John is taller than Fred, and that Mike is the tallest boy in the class. Sometimes a word is too long to add more letters and so we have another way of comparing people and things."

2. Hold up a book and say, "Listen, this book is interesting. The people in it are real." Hold up another book with an attractive book jacket and say, "This book is more interesting than that one," pointing to the first book.

3. Pointing to the second book, ask "Is this book more interesting than that one?", pointing to the first one. Help students say, "Yes, this book is more interesting than that one."

4. Point to or hold up a third book. Say, "This is the most interesting of all the books." Ask, "Is this book the most interesting of all the books?" Help students say, "Yes, this one is the most interesting of all the books."

5. Introduce one or two other adjectives of three or more syllables (such as beautiful, expensive comfortable, etc.) and engage in repetition practice in appropriate contexts.

## Additional Oral Practice

1. *Substitution Drills:*
    (a) Is (Mary) (more beautiful) than Jane?
    (b) An automobile is more expensive than a (bicycle).
    (c) That (coat) is the most comfortable one I own.
    (d) (Dr. Jones) is the most helpful person at the clinic.

2. *Question - Answer Drills:*
    (a) Is New York more interesting than (Albany)? Yes, it's the most interesting city I've seen.
    (b) Is your new job more tiring than the old one? Yes, it's more tiring.
    (c) Which chair do you find most comfortable? This deep one is the most comfortable.
    (d) Is the bus more convenient than the train? Yes, the bus is more convenient. No, the train is more convenient.

3. *Transformation Drills:*
   (a) This book is the most interesting book on the shelf. This book isn't the most interesting book on the shelf. Is this book the most interesting book on the shelf? Which book is the most interesting?
   (b) That kind of bed is the most comfortable. That kind of bed isn't the most comfortable. Is that kind of bed the most comfortable?
   (c) A silk dress is more expensive than a cotton dress. A silk dress isn't more expensive than a cotton dress. Is a silk dress more expensive than a cotton dress?

4. *Dialog for Dramatization:*
   --Have you read this book, Paul?
   --Yes, I have. It's the most interesting book I've read in a long time.
   --Did you buy it?
   --No, it's more expensive than I can afford. I got it from the library.
   --I know. It's cheaper to borrow a book than to buy it.

Reading and Writing

Groups I and II
Copy and say: pink, sink, rink, mink; sank, rank, thank, hank, bank.

Group I
(a) Read and copy the Substitution Drills.
(b) Write out in full the Transformation Drills.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write a narrative paragraph based on the Dialog.
(c) Take this dictation: Paul has read a most interesting book. He got it from the library. It is cheaper to borrow a book from the library than to buy it, but many people buy books. They like to read them many times.

Summary

1. Have students complete the following sentences orally. Those who are able may then answer them in writing also.
   (a) The most interesting city I've seen is_____.
   (b) The most beautiful flower is_____.
   (c) A house is more expensive than (a, an)_____.
   (d) A large_____is more comfortable than a small one.
   (e) It is more convenient for me to go to school at night than during the_____.
   (f) (_____) has been most helpful at the clinic.
   (g) The most convenient way to travel is by_____.

2. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Put a list of long adjectives (expensive, intelligent, important, brilliant, forceful, beautiful, etc.) on the chalkboard.
   (b) Have the students copy these in their notebooks and then formulate both the comparative and superlative forms.
   (c) Have them read the three forms aloud.

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## * LESSON 79 *
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*Aim:* To teach the difference between *tell* and *say* in all tenses learned thus far. "John always tells Mary a long story." "John says it's raining."

*Vocabulary Area:* Communication

*Pronunciation Emphasis:* Contrast between (ŋ) and (ŋk) as in ring and pink

*Materials Needed:* A picture of a teacher and her children; a picture of a mother and her family

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) Do you enjoy (reading) or (TV) more? I enjoy (reading) more. I enjoy (the movies).
   (b) Is it convenient to go to your house by (bus)? Yes, it's very convenient. No, it's not. It's more convenient to go by (car).

2. *Question - Answer Practice:*
   (a) Did you invite him to your party last week? Yes, I invited him. No, I didn't because he wasn't home.
   (b) Have you seen her since last Sunday? No, I haven't. Yes, I saw her a few days ago.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mr._____tell Mrs._____that the book is more interesting than the movies.
   (b) Mrs._____ask Mrs._____if her new shoes are more comfortable than her old ones.

## Oral Presentation and Repetition

1. Show a picture of a teacher with her children. Say, "Look. The teacher tells the children a story every day." Ask, "What does the teacher tell the children every day?" Help students to say, "The teacher tells the children a story every day."

2. Say, "Listen. Yesterday the teacher told the children a story, too." Ask, "Did the teacher tell the children a story yesterday?" Help students answer, "Yes, the teacher told the children a story yesterday."

3. Say, "Tomorrow the teacher will tell the children a story, too." Ask, "Will the teacher tell the children a story tomorrow, too?" Help students say, "Tomorrow the teacher will tell the children a story, too."

4. Now show a picture of a mother and her family. Say, "The mother is telling the children to put on their coats. She says it's cold outside." Ask, "What does the mother say?" Help students answer, "She says it's cold outside."

5. Say, "Yesterday the mother said it was cold too." Ask, "Did the mother say it was cold yesterday?" Help students reply, "Yes, she said it was cold yesterday."

6. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I tell) him a story every night.
   (b) I always say, "Thank you."
   (c) They told John to go to (the drugstore).
   (d) She said that (the library) is closed.
   (e) Please tell (me) the truth.

2. *Question - Answer Drills:*
   (a) Who told you that joke? (My brother) told it to me.
   (b) Did she say where she was going? No, she didn't say where she was going. Yes, she said she was going to (the clinic).
   (c) Will you tell John the name of our doctor? Yes, I'll tell him.
   (d) Why does she say that? She says that because it's the truth.

3. *Expansion Drills for Repetition:*
   (a) He told me a story.
   He told me a long story.
   He told me a long story yesterday.
   (b) They said it was raining hard.
   They said it was raining hard all day.
   They said it was raining hard all day yesterday.

4. *Dialog for Dramatization:*
    --What did the doctor tell you?
    --He told me I have the flu.
    --Did he say that you must stay in bed?
    --No, I have no fever. He gave me some medicine and he told me to rest.
    --Listen to what he says. You'll feel better soon.

**Reading and Writing**

Groups I and II
Copy and say: sing, sink; ring, rink; ming, mink; wing, wink; king, kink.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Expansion Drills.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write a narrative paragraph based on the Dialog.
(c) Take this dictation: I was not feeling well. I went to the doctor. He told me to stay in bed. He gave me some medicine and told me to rest. I'm going to do what he says.

**Summary**

1. *Chain Drills:*
    (a) Who told you that story? (Mary) told me that story.
    (b) What did (your son) say about the weather? (He) said that it (was raining).

2. *Transformation Drills:*
    (a) Frank told him a long story. Frank didn't tell him a long story. Did Frank tell him a long story? What did Frank tell him?
    (b) The druggist said that the medicine is expensive. The druggist didn't say that the medicine is expensive. Did the druggist say that the medicine is expensive?

3. *Game--Who told him the secret?*
    A student is chosen to be "It". He leaves the room for a moment and while he is out of the room, the teacher selects a student who is supposed to have told a secret. "It" returns to the room and tries to guess who told the secret. He points to a student and says, "You told him the secret." If he was the one selected he says, "Yes, I told him the secret." He then is "It", and the game proceeds as before. If he was not the one selected he says, "No, I didn't tell him the secret."

4. *Suggestions for further practice in reading or writing either in class or at home:*
    (a) Put a list of both long and short adjectives on the chalkboard.
    (b) Have the students write their respective comparative and superlative forms.
    (c) Have them read these aloud.

## * LESSON 80 *

*Aim:* To teach "(I) dressed before (I) ate breakfast." "(I) dressed after (I) ate breakfast."

*Vocabulary Area:* Daily routines

*Pronunciation Emphasis:* (pt) in final position as in chipped

*Materials Needed:* Clock; pictures of family members getting up, eating breakfast together; of Mother doing household chores; of a child writing or reading

*PROCEDURE*

**Warmup**

1. Greetings; date; weather; time; numbers; colors

2. *Chain Drills:*
   (a) Did your (wife) tell you that story? Yes, she did. She told me that story. No, she didn't. My (son) told me the story.
   (b) What time do you get up every morning? I get up at (6) o'clock every morning.

3. *Question - Answer Practice:*
   (a) What did the doctor tell you to do? He told me to (rest).
   (b) What did the doctor say? He said that I had (the flu).

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Directed Practice:*
   (a) Mr._____tell Mr._____what your wife does every day.
   (b) Miss_____ask Mrs._____what time the children come home from school.

## Oral Presentation and Repetition

1. Point to the clock and say, "Let's pretend that it's 7 o'clock in the morning." Show pictures of children getting dressed and eating. Say, "We always get dressed before we eat breakfast." Point to the appropriate picture.

2. Ask, "Do we get dressed before we eat breakfast?" Help students to say, "We always get dressed before we eat breakfast."

3. Show a picture of a woman doing any household chore. Say, "I (clean) the house) after the children go to school."

4. Ask, "When do I (clean the house)?" Help students answer, "You (clean the house) after the children go to school."

5. Show a picture of a child reading or writing. Say, "First Richard does his homework. Then he plays with his friends." Ask, "When does Richard play with his friends?" Help students reply, "Richard plays with his friends after he does his homework."

6. Present the other subject pronouns and engage in repetition practice.

7. Using the clock, teach before (after) breakfast, lunch, dinner, work, etc. Pictures and a clock are very useful in teaching before and after.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I) washed the dishes before (I) went to the movies.
   (b) (I) cleaned the house after the children left.
   (c) He told (me) that story after it happened.
   (d) He may go to (the movies) after he does his homework.
   (e) I (studied) before I went out.

2. *Question - Answer Drills:*
   (a) Did you go to the store before you had lunch? Yes, I went before lunch. No, I went after lunch.
   (b) Did he wash the car before or after he ate dinner? He washed the car before he ate dinner. He washed the car after he ate dinner.
   (c) Do you eat breakfast before you go to work? Yes, I do. Sometimes. No, I don't.

3. *Transformation Drills:*
   (a) You have to polish your shoes before you go to work. You don't have to polish your shoes before you go to work. Do you have to polish your shoes before you go to work? Don't you have to polish your shoes before you go to work?
   (b) She'll be back after she shops. She won't be back after she shops. Will she be back after she shops? Won't she be back after she shops?

4. *Dialog for Dramatization:*
   --When are you going to the Employment Office?
   --I'm going tomorrow after breakfast.
   --Do you have all the papers you need?
   --I think so. I'll look at them carefully before I go.
   --That's a good idea. I'll talk to you again after dinner.

## Reading and Writing

Groups I and II
Copy and say: chipped, tripped, clipped, whipped, gypped; swiped, typed, wiped.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Write out the Transformation Drills in full.
(b) Write a narrative paragraph based on the Dialog.
(c) Take this dictation: I'm going to the Employment Office. I'm going right after I have breakfast. I have all the papers I need, but I'll look at them carefully before I go.

## Summary

1. *Choice Questions:* Give questions with *when* to elicit the following:
   (a) I'll go to the clinic (before, after) I go to work.
   (b) My son does his homework every night (before, after) dinner.
   (c) The children wash and dress (before, after) breakfast.
   (d) My wife goes shopping (before, after) she cooks lunch.

2. *Expansion Drills:*
   (a) I read an English language newspaper.
   I read an English language newspaper every evening.
   I read an English language newspaper every evening after dinner.
   (b) He helps his children.
   He helps his children with their homework.
   He helps his children with their homework before they go to school.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Write five sentences on the chalkboard, using *tell* and *say* in the present tense.
   (b) Have the students copy the above sentences.
   (c) Have them rewrite these same sentences, changing the verb from the present to the past.
   (d) Have them read all the sentences in the two tenses.

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## * LESSON 81 *
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*Aim:* To teach "Don't cross the street while the light is red." "Don't cross the street until the light turns green."

*Vocabulary Areas:* Traffic rules; safety

*Pronunciation Emphasis:* (ts) in final position as in lights

*Materials Needed:* Toy traffic lights, if available; or "Stop" and "Go" signs with red and green lights; pictures of traffic scenes with and without red and green lights; clocks; pictures of people

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) What do you do after dinner? I (watch TV).
   (b) What is the best way to go to your job? The best way to go is (by bus).

2. *Question - Answer Drills:*
   (a) Do you play with your children before you go to work? Yes, I do. I play with the children before I go to work. No, I don't. I have no time before I go to work.
   (b) What do you do before you go to work? I usually (shower).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mr._____tell Mr._____which TV program he likes best.
   (b) Mrs._____ask Miss_____if she got to the clinic on time.
   (c) Mrs._____ask Mrs._____what she did before she came to school.

## Oral Presentation and Repetition

1. Say, "Today we're going to learn to talk about safety in the streets." Show a picture of a street scene with traffic stopped at a red light. Shake your head and say, "We don't cross the street while the light is red."

2. Ask, "Do we cross the street while the light is red?" Help students answer, "No, we don't cross the street while the light is red."

3. Show a picture of people crossing the street with a green light. Point to the green light and say, "We always wait until the light is green."

4. Nodding your head ask, "So we wait until the light is green?" Help the students say, "Yes, we wait until the light is green."

5. Show a picture with people waiting or crossing at the corner. Say, "We shouldn't cross in the middle of the street. We shouldn't cross until we get to the corner."

6. Ask, "Do you wait until you get to the corner?" Help students answer, "We always wait until we get to the corner."

7. Present the other subject pronouns and engage in repetition practice.

8. Using the clock (preferably two clocks) and pictures of individuals, teach sentences such as, "He'll study while I watch TV." "He'll wait until I come home." "Then he'll go out."

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I) waited until the light turned green.
   (b) (I) crossed the street while the light was green.
   (c) She stayed there until (the children) came home.
   (d) The boy waited at the corner while the cars rushed by.

2. *Question - Answer Drills:*
   (a) What do you do while the children are in school? I (clean the house) while the children are in school.
   (b) Did you stay at home until 4 o'clock? Yes, I stayed at home until 4 o'clock. No, I left at three.
   (c) What does your wife do while you work? She (takes care of the children) while I work.
   (d) Do you always wait until the light turns green? Yes, of course, I always wait until the light turns green.

3. *Directed Practice Drills:*
   (a) Miss_____tell Mr._____to please wait until the light turns red.
   (b) Mrs._____ask Mrs._____if she goes shopping while her husband works.
   (c) Mr._____tell Mrs._____what to do while she's waiting for her husband.

4. *Dialog for Dramatization:*
   --John, please be careful when you cross the street.
   --I'm always careful. I always wait until the light is green.
   --Traffic is very heavy. Don't cross in the middle of the street. Wait until you get to the corner.
   --Don't worry. While the cars rush by, I always stand and wait until the lights turn green.

## Reading and Writing

Groups I and II
Copy and say: lights, fights, tights, rights, kites; kits, mitts, fits.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
- (a) Write out the Directed Practice Drills.
- (b) Write a narrative paragraph based on the Dialog.
- (c) Take this dictation: John is always careful when he crosses the street. He always waits until the light is green. Traffic is very heavy on his street. He doesn't cross the street until he gets to the corner. He waits while the traffic rushes by and until the light turns green.

## Summary

1. Fill in the blanks:
   - (a) Don't cross the street until the light is_____.
   - (b) Don't cross the street until you get to the_____.
   - (c) Don't cross the street _____ the light is red.
   - (d) If there is no light, wait _____ there is no traffic before you cross.

2. With the help of all the students make up a list of traffic rules; for example:
   - Don't cross while__________.
   - Wait until the light________.
   - Don't cross until__________.
   - Cross only while___________.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   - (a) Have the students select the unrelated word from a group of four words; for example, (while, until, *into*, before).
   - (b) Have them write a sentence using this word.
   - (c) Have them read it aloud.
   - (d) Do this as often as you think necessary.

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## * LESSON 82 *

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*Aim:* To teach "(I) wonder when he's coming." "(I) wonder where he's going." "(I) wonder how much he earns." "(I) wonder why he's here." "(I) wonder who he is."

*Vocabulary Areas:* Moving to a new city; looking for a job

*Pronunciation Emphasis:* (sk) in final position as in ask

*Materials Needed:* Previously used calendar and map; also pictures of people engaged in different occupations; a picture of a family group

### *PROCEDURE*

### Warmup

1. *Chain Drills:*
   - (a) What does (John) do for a living? He's (a butcher).
   - (b) How long have you lived in (Rochester)? I've lived here for (6) years.
   - (c) What do you do while your husband is at work? I keep house.

2. *Question - Answer Drills:*
   - (a) How many people are there in your family? There are (four): my wife, (two children), and myself.
   - (b) Where do you live? I live at (85 Glen Road).
   - (c) Do you follow the street safety rules? Of course I do.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   - (a) Mr._____tell Mr._____where to cross the street.
   - (b) Mrs._____tell Miss_____she should wait until the light turns green.
   - (c) Mr._____tell Mrs._____not to cross while the light is red.

### Oral Presentation and Repetition

1. Say, "Let's pretend that a good friend is moving here to our city. He'll need a job and we'd like to help him find one." Show pictures of several occupations. Say, "I don't know what he does. I wonder what he does."

2. Ask students, "Do we know what he does?" Help students say, "No, we don't. We wonder what he does."

3. Point to the calendar and say, "He'll be here next Monday. He must find a place to live. I wonder when he'll be ready to look for a job." Ask, "When will he be ready to look for a job?" Help students answer, "We don't know; we wonder when he'll be ready to look for a job."

4. Show a picture of a family group and say, "Our friend has a large family. He wonders how much money he can earn." Ask, "How much money can he earn?" Help students say, "He wonders how much money he can earn."

5. Point to your city on the map and say, "I wonder why he came to (Troy)?" Ask, "Do we know why he's coming? Do we wonder why he's coming to (Troy)?" Help students say, "Yes, we wonder why he's coming to (Troy)."

6. Say, "I also wonder how many years he's been in the United States." Ask, "What else do I wonder? How many years he's been in the United States." Help students say, "You also wonder how many years he's been in the United States."

7. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
    (a) (I wonder) where he's going.
    (b) (I wonder) when they'll be here.
    (c) She wonders why (John) wants to move to Albany.
    (d) Mr. Roth wonders what (his son) is doing.
    (e) Frank wonders how much money (a barber) earns.
    (f) I wonder who (he is).
    (g) I wonder what (he does).

2. *Question - Answer Drills:*
    (a) Who's that man? I don't know. I've never seen him. I wonder who he is.
    (b) I wonder how much money he earns. I don't know. I wonder how much money he earns too.
    (c) Did your mother wonder where you were all day? Yes, she was worried. She didn't know where I was all day.

3. *Directed Practice:*
    (a) Mrs._____tell Mrs._____that you wonder what your son does all day.
    (b) Mrs._____tell Mrs._____that she often wonders why she came to (Albany).

4. *Dialog for Dramatization:*
    --I wonder why Mr. Booth came to (Albany).
    --Do you think he's looking for a job?
    --I wouldn't be surprised. I wonder when his family's coming.
    --Soon. He told me all about his wife and three children.
    --I wonder where they'll find an apartment.
    --I don't know, but I'll help him look for one.

## Reading and Writing

Groups I and II
Copy and say: ask, mask, task; disk, frisk; dusk, tusk.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write out the answers to the Directed Practice.
(c) Frame 10 questions based on the Dialog.

### Summary

1. *Expansion Drills:*
    - (a) I wonder who that man is.
      I wonder who that tall man is.
      I wonder who that tall man in the grey coat is.
    - (b) She wonders where her son plays.
      She wonders where her son plays in the afternoon.
      She wonders where her son plays in the afternoon after school.
    - (c) They always wonder what I do.
      They always wonder what I do all day.
      They always wonder what I do all day for a living.
    - (d) Place *I wonder* in front of these questions. Remember this needs extensive practice because of the change in word order. Engage in many substitution drills before you do this drill.
        - (a) Who is he? (I wonder who he is.)
        - (b) What is she?
        - (c) Who are they?
        - (d) Where are they going?
        - (e) What do they do?
        - (f) How much does it cost?
        - (g) Why are they here?
        - (h) When did they come?

2. Read the following paragraph and answer the questions first orally and then in writing:
   Mr. Brody is looking for a job. I wonder why he doesn't go to the Employment Office. He was a carpenter. I wonder why he wants to change his job. Maybe he wants to earn more money.
    - (a) What is Mr. Brody looking for?
    - (b) What was he before?
    - (c) What do you wonder about?
    - (d) Why do you think he wants to change his job?

3. *Suggestions for further practice in reading or writing either in class or at home:*
    - (a) Give a short dictation based on the vocabulary and structure used in previously learned dialogs.
    - (b) Have the more able students write it at the chalkboard.
    - (c) Have the students correct it.
    - (d) Have choral and individual readings of the dictation.
    - (e) Have the students expand and vary this same dictation as much as possible.

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## * LESSON 83 *

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*Aim:* To teach "(I think) he arrived last week." "(I think) so too." "(Do you) know whether he arrived on time?" "(I don't) know when he got here." "(Do you want to know where he is living)?"

*Vocabulary Areas:* Moving to a new city; finding a new job

*Pronunciation Emphasis:* (nz) in final position as in pens

*Materials Needed:* See previously used pictures; a clock; a calendar

*PROCEDURE*

### Warmup

1. *Chain Drills:*
    - (a) What does he do for a living? He's (a tailor).
    - (b) What kind of house are they looking for? They're looking for a (large apartment) with (three bedrooms).

2. *Question - Answer Practice:*
    - (a) Did he look for a job yesterday? Yes, he did. No, he didn't look for a job yesterday. He looked for an apartment.
    - (b) When did they arrive here? They arrived here (last week, a week ago, last Tuesday).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Miss_____tell Mr._____that you wonder what Mr. Lewis does for a living.
   (b) Mrs._____tell Mrs._____that you wonder how many children they have.

5. *Expansion Drill:* See Exercise 1(d) in the Summary of the preceding lesson.

## Oral Presentation and Repetition

1. Say, "We talked about our friend who was moving to our city with his family. I think he arrived yesterday. I'm not sure." Ask, "What do I think?" Help students say, "You think he arrived yesterday."

2. Shake your head and say, "I don't know whether he got a job." Ask, "Do I know whether he got a job?" Help students say, "No, you don't know whether he got a job."

3. Say, "I don't know whether his family came with him." Ask, "Do I know whether his family came with him?" Help students reply, "No you don't know whether his family came with him."

4. Say, "I think he found an apartment." Ask, "Do I think he found an apartment?" Help students say, "Yes, you think so."

5. Say, "John wants to know whether my friend likes the city." Ask, "What does John want to know?" Help students reply, "John wants to know whether my friend likes the city."

6. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I think) he found a job.
   (b) (I wonder) whether he arrived on time.
   (c) (I don't) know whether the plane was late.
   (d) John thinks he arrived (last week).
   (e) (I think) so too.
   (f) I want to know where (he is).
   (g) I think he's (a butcher).

2. *Question - Answer Drills:*
   (a) Do you think he earns a good salary? I don't know whether he earns a good salary. Yes, I think he does.
   (b) I don't know whether he found a job. Do you? No, I don't know. Yes, I think he did.
   (c) Do you want to know when they arrived here? Yes, of course.
   (d) I think he's happy here in (Albany), don't you? Yes, I do. I think so too.

3. *Transformation Drills:*
   (a) He wonders whether the children are happy here. He doesn't know whether the children are happy here. Does he wonder whether the children are happy here? What does he wonder?
   (b) They think he has a good job. They don't think he has a good job. Do they think he has a good job? What do they think?

4. *Dialog for Dramatization:*
   --Do you know whether Mr. Maxwell found an apartment?
   --I think so, but I'm not sure.
   --I think he likes his new job at the factory, don't you?
   --Yes, I think so too. Do you know whether the children go to school yet?
   --I don't know but I think so.

## Reading and Writing

Groups I and II
Copy and say: pins, grins, sins, skins, wins, twins; pens, tens, dens.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II

(a) Read and answer in full the questions in the Question - Answer Drills.
(b) Expand the following sentences:
I think he arrived (here, yesterday).
I don't know whether he got a job (good, in a factory).
I want to know if he found an apartment (large, with two bedrooms).
(c) Place *I think* before these sentences; for example, "He's a butcher."
(d) Place *I don't know* before these sentences; for example, "What does he do?" (I don't know what he does.)

## Summary

1. *Chain Drills:*
   (a) Where do you think he lives? I think he lives at (645 Broadway).
   (b) Do you know what he does for a living? I think he's (a plumber). (I don't know what he does for a living.)

2. *Directed Practice:*
   (a) Mr._____tell Mr._____what you think Mr. Smith does.
   (b) Mrs._____ask Mrs._____whether she knows if they're happy here.

3. Read the following paragraph and answer the questions, first orally and then in writing:
   John and his family are moving to our city. I think they'll arrive next Monday. They don't know where they'll live. John wonders where he's going to work and how much he's going to earn. I think they'll be happy here, don't you?
   (a) Who is moving to our city?
   (b) When will they arrive?
   (c) Where will they live?
   (d) Where will John work?
   (e) How much will he earn?
   (f) Do you think they'll be happy here?

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Show a picture of a well-known figure.
   (b) Give a short oral biography of this man or woman. Repeat it two or three times.
   (c) Ask five questions based on this biography.
   (d) Have the students write out the answers.
   (e) State the questions once more.
   (f) Have them read back their answers.

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## * LESSON 84 *

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*Aim:* To teach "(I'll) get there early so that (I) can get the job." "Get there on time so that you can see the doctor." "Tell (him) to go there so that (they) can speak to him."

*Vocabulary Area:* Applying for a job

*Pronunciation Emphasis:* (ps) in final position as in tops

*Materials Needed:* Want-ad section of the local newspaper; a Social Security card

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) When do you think your friend will arrive? I think he'll get here (next week, on Saturday, in a few days, etc.).
   (b) Do you know what kind of a job he wants? I think he's a (plumber). No, I don't know.

2. *Question - Answer Practice:*
   (a) Do you want to know if he arrived? Yes, I want to know if he arrived.
   (b) Do you think he found an apartment? Yes, I think so. I don't know whether he found one.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* He thinks she arrived last Saturday. He doesn't think that she arrived last Saturday. Does he think that she arrived last Saturday? When does he think she arrived?

## Oral Presentation and Repetition

1. Say, "We have been talking about a good friend of John's who has just moved to our city and is looking for a job." Hold up the want-ad section of the local newspaper and say, "Here are lots of ads for jobs." Point to one and say, "Look at this ad. The Department store needs men. It looks like a good job. Tell your friend to go there tomorrow. Listen. He should get there early so that he can get the job."

2. Ask individual students, "Why should he get there early?" Help students answer, "He should get there early so that he can get the job."

3. Say, "Tell him to take the bus to the store so that he can be early." Ask individual students, "Why should he take the bus to the store?" Help them answer, "He should take the bus so that he can get there early."

4. Hold up a Social Security card and say, "He will need his Social Security card. Tell your friend to take it with him so that his employer can get all the information he needs."

5. Ask individual students, "Why should he take his Social Security card with him?" Help individual students say, "He should take his card with him so that the employer can get all the information he needs."

6. Present the other subject pronouns in both the main and subordinate clauses and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I'll) go early so that (I) can be there first.
   (b) Take your (coat) so that you won't be cold.
   (c) Take your time so that you can see the (new library).
   (d) He walked slowly so that (I) could walk with him.

2. *Question - Answer Drills:*
   (a) Why do you go the movies so early? So that I can get a good seat.
   (b) Why did you buy the newspaper? So that I can look at the want-ads.
   (c) Why did you lend him your car? So that he could visit (his mother) in the country.
   (d) Why does she go to night school? So that she can learn English.

3. *Completion Drills:*
   (a) I get up early so that I ____________________.
   (b) He went to school so that he____________________.
   (c) They took him to the library so that she____________________.

4. *Dialog for Dramatization:*
   --Is your friend Charles working now?
   --Yes, but he's looking for a better job.
   --Tell him to look at the want-ads in the newspaper.
   --He's been looking every day. He gets up early so that he can look at the ads before he goes to work.
   --Good. Tell him to take his time so that he can pick the job he wants.

## Reading and Writing

Groups I and II
Copy and say: chops, mops, crops, stops; ropes, mopes, dopes.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write out the completion sentences in full.

(c) Write a narrative paragraph based on the Dialog.
(d) Frame five questions on the Dialog.

## Summary

1. *Chain Drill:*
   (a) Why do you go to (Spain) every summer? So that I can see (my father).
   (b) Why did you go to (the movies)? So that I could (see the picture).

2. *Directed Practice:*
   (a) Miss_____tell Mr._____that you're going to school so that you can improve your English.
   (b) Mrs._____tell Mrs._____that you got up early so that you could get to the sale early.

3. *Reading and Comprehension:*
   Mr. Taylor was looking for a better job. He bought the newspaper every morning so that he could look at the want-ads. He finally found a good job with better pay.
   (a) What was Mr. Taylor looking for?
   (b) Why did he buy the newspaper every morning?
   (c) What kind of a job did he finally find?
   (d) Does he earn more money now?

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Have the students select an outstanding figure to be discussed in class.
   (b) Have them write a short biography on this well-known person.
   (c) Have them read their biographies aloud.

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## * LESSON 85 *

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*Aim:* To teach "I have one child." "He has (three) children." "That woman is my sister." "Those women are neighbors." "The man next to me is my husband." "Those men are having a good time." "All the men are happy."

*Vocabulary Area:* Giving a party or going to one

*Pronunciation Emphasis:* (nts) in final position as in wants

*Materials Needed:* Calendar; pictures of people gathered together at a party; a group of children

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time; numbers; colors

2. *Chain Drills:*
   (a) What does that man do? I think he's a (druggist). I'm not sure.
   (b) How many children do you have? I have (three) children, (two) boys, and (one) girl. I have no children.

3. *Question - Answer Practice:*
   (a) Do you know whether Mrs. Frank has arrived yet? Yes, I think she arrived (last week). No, I don't know.
   (b) Do you want to know who is here? Yes, of course I do want to know. No, I don't want to know.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drill:* I wonder where he went. I don't know where he went. Do you know where he went? Where did he go?

### Oral Presentation and Repetition

1. Point to the calendar and say, "It's Saturday night. Let's pretend that your neighbor is giving a party and you and your family are invited." Hold up a picture of people gathered together at a party. Point to a woman and say, "Look. This woman is Mrs. Jones."

2. Ask, "Who is this woman?" Help students answer, "That woman is Mrs. Jones."

3. Again point to the picture and say, "All these women are our neighbors." Ask, "Who are all these women?" Help students to say, "All these women are our neighbors."

4. Point to the picture again and say, "The man (in the blue suit) lives next door." Ask, "Where does the man (in the blue suit) live?" Help students answer, "The man (in the blue suit) lives next door."

5. Show a picture of a group of men singing. Say, "Look. The men are singing." Ask, "What are the men doing?" Help students say, "The men are singing."

6. Point to a child in the picture and say, "That child is a friend of Mary's." Ask, "Who is that child?" Help the students say, "That child is a friend of Mary's."

7. Show a picture of a group of children playing. Say, "Look. The children are having a good time." Ask, "Are the children having a good time?" Help students say, "Yes, the children are having a good time. All the children are happy."

## Additional Oral Practice

1. *Substitution Drills:*
   (a) That child's name is (Joseph).
   (b) Mrs. May has (four) children.
   (c) Who's the man in (the grey sweater)?
   (d) There were (three) men at the party.
   (e) That woman is Mildred's (aunt).
   (f) All the women arrived from (Spain) yesterday.

2. *Question - Answer Drills:*
   (a) Does he have a child? Yes, he has a son. Yes, he has a daughter.
   (b) Do you think the men and the women enjoyed the party? Yes, I think all the men and women enjoyed the party. I think the men enjoyed it more than the women.
   (c) Which man is your (friend)? The man in the (white shirt).
   (d) Who is the woman in the (grocery store)? She is the (grocer's wife). I don't know who the woman is.

3. *Transformation Drills:*
   (a) I know that man. I don't know that man. Do you know that man?
   (b) Those women are our neighbors. Those women aren't our neighbors. Are those women our neighbors? Who are those women?
   (c) The man crossed at the corner. The man didn't cross at the corner. Did the man cross at the corner? Where did the man cross?

4. *Dialog for Dramatization:*
   --What a lovely party you had last night!
   --Thank you. Did the children enjoy it?
   --Oh, yes. Everybody had a good time. The women enjoyed gossiping together.
   --Yes, they did. And the men enjoyed singing.
   --It's fun when neighbors get together.

## Reading and Writing

Groups I and II
Copy and say: wants, haunts, jaunts; hints, glints, splints, mints.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Transformation Drills.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Read and copy the Dialog.

**Summary**

1. *Chain Drills:*
   (a) How many people work with you in the shop? There are (seven), (three) women and (four) men.
   (b) How many children live in your house? There are no children in my house. There are many children in my house. There are about (six).

2. *Expansion Drills:*
   (a) There were many men in the park. There were many men and women in the park. There were many men, women, and children in the parks.
   (b) I saw a strange man in the street. I saw a strange man and woman in the street. I saw a strange man, woman, and child in the street.

3. *Game--Who is it?* A student is chosen to be "It". He thinks of a person well-known to the other students; for example, another student, a teacher, a figure in public life, etc. The students question him. Is it a man? Is he tall? Is it a woman? Is it an actor? etc. Whoever guesses correctly becomes "It".

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Give the students a reading comprehension exercise based on vocabulary and structures studied so far.
   (b) Have them read it silently.
   (c) Ask questions to elicit a true-or-false response.
   (d) Have the students write the correct answer if the statement is false.

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## * LESSON 86 *

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*Aim:* To teach "All the men started to work (a week) ago." "All of them came here (a year) ago." "They all went to the movies (an hour) ago."

*Vocabulary Area:* A party or going to one

*Pronunciation Emphasis:* (lz) in final position as in dolls

*Materials Needed:* Calendar; previously used pictures of people gathered together at a party

*PROCEDURE*

**Warmup**

1. *Chain Drills:*
   (a) How many men work in your shop? (Seven) men.
   (b) What do the children do after school? The children (play ball) after school.

2. *Question - Answer Practice:*
   (a) When do the women go shopping? The women go shopping (while the children are in school).
   (b) Do you wait at the corner until the light turns green? Yes, I always wait at the corner until the light turns green.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* The men enjoyed themselves. The men didn't enjoy themselves. Did the men enjoy themselves? Didn't the men enjoy themselves?

**Oral Presentation and Repetition**

1. Show a picture of people gathered together at a party. Point to the calendar and say, "Remember we talked about the party your neighbor gave last Saturday. All the people there were neighbors."

2. Ask, "Were all the people there neighbors?" Help students answer, "Yes, all the people there were neighbors."

3. Show a picture of the men singing. Say, "Look. All the men were singing." Ask, "Were all the men singing?" Help students answer, "Yes, all the men were singing."

4. Show a picture of a group of people laughing and enjoying themselves. Say, "They all had a good time." Ask, "Did they all have a good time?" Help students say, "Yes, they all had a good time."

5. Teach *all of them*, *all of us*, etc. Engage in repetition drills such as *all the children—all of them*, *all the women—all of them*, etc.

6. Using the calendar say, "Mrs. Jones gave the party a week ago." Ask, "When did Mrs. Jones give the party?" Help students reply, "Mrs. Jones gave the party a week ago."

7. Point to the calendar and say, "Mrs. Jones moved here a year ago." Ask, "When did Mrs. Jones move here?" Help students say, "She moved here a year ago."

## Additional Oral Practice

1. *Substitution Drills:*
   (a) All the (men) arrived an hour ago.
   (b) All the people left here (a week) ago.
   (c) (I wonder) where all of them went.
   (d) (I don't) know whether all the girls are here.

2. *Question - Answer Drills:*
   (a) What do all the men enjoy? All the men enjoy (talking about baseball).
   (b) Where did all the women go? All the women went to (the supermarket).
   (c) When did they all leave? They all left (two) weeks) ago.
   (d) Were you here a month ago? Yes, I've been here since (June).

3. *Transformation Drills:*
   (a) She told all the children to wait. She didn't tell all the children to wait. Did she tell all the children to wait? Didn't she tell them all to wait?
   (b) He supported all of them. He didn't support all of them. Did he support all of them? Didn't he support all of them?
   (c) You came here a month ago. You didn't come here a month ago. Did you come here a month ago? When did you come here? Didn't you come here a month ago?

4. *Dialog for Dramatization:*
   --Did all the people at the party have a good time?
   --Oh, yes. They all enjoyed themselves.
   --Have you seen Mrs. Jones since the party?
   --Yes, I saw her a few days ago at the market.
   --Did you tell her that all of us had a good time?
   --Yes, I did. And she was very happy.

## Reading and Writing

Groups I and II
Copy and say: peels, steals, meals, feels; fills, spills, rills, pills; dolls; spools.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write a narrative paragraph based on the Dialog.
(c) Take this dictation: I met Mrs. Jones in the market a few days ago. I told her that all the people at the party had had a good time. They all had enjoyed themselves. Mrs. Jones was happy.

## Summary

1. *Chain Drills:*
   (a) What did all the (men) enjoy doing? All the (men) enjoyed (singing).
   (b) When did your (family) arrive here? (They) arrived here (three months) ago.
   (c) Who enjoyed themselves at the party? (All) the (girls) enjoyed themselves.

2. *Directed Practice:*
   (a) Mr._____tell Mr._____what all the men usually do on Sunday.
   (b) Mrs._____ask Miss_____if she saw her sister a month ago.

(c) Mrs._____ask Mr._____if he went to (Spain) a year ago.
(d) Mrs._____ask Mrs._____if all the neighbors had a good time at the party.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Give the students a reading comprehension exercise followed by four or five questions each with four possible answers.
   (b) Have them work it out silently.
   (c) Have them read the comprehension exercise in chorus.
   (d) Ask the questions and elicit the correct answers.
   (e) Have them vary the comprehension exercise and change the questions.
   (f) Have them read their changed versions and pose their questions to the other members of the class.

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## * LESSON 87 *

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*Aim:* To teach "(I'm) too hungry to sleep." "(I'm) too tired to work." "(I'm) too sick to get up." "(I'm) hungry enough to eat right now." "(I'm) tired enough to go to bed right now."

*Vocabulary Areas:* People; sensations such as hunger, fatigue

*Pronunciation Emphasis:* (rlz) in final position as in curls

*Materials Needed:* A picture of a person looking into a refrigerator or eating; a picture of a man or woman ill in bed

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) When did you start to work? I started to work (a month) ago.
   (b) How many people are there in your family? There are (five): my wife, myself, and (three) children.

2. *Question - Answer Practice:*
   (a) Is it cold today? Yes, it is. No, it's warmer than yesterday.
   (b) Was your new coat more expensive than the old one.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mr._____tell Mr._____that you are very tired.
   (b) Mrs._____ask Miss_____if she feels sick.

### Oral Presentation and Repetition

1. Show a picture of a person looking into the refrigerator or eating. Say, "Look. He's hungry. He can't sleep." Shake your head and say, "(He's) too hungry to sleep."

2. Ask, "Is he too hungry to sleep?" Help the students reply, "Yes, he's too hungry to sleep."

3. Show a picture of a (man) ill in bed. Shake your head sadly and say, "(He's) sick. (He) can't get up. (He's) too sick to get up." Ask, "Is (he) too sick to get up?" Help students answer, "Yes, (he's) too sick to get up."

4. Hold your head and let your shoulders sag. Say, "I'm too tired to work." Ask, "What am I too tired to do?" Help students answer, "You're too tired to work."

5. Again show a person eating or at the refrigerator. Say with a smile, "He's very hungry. He's hungry enough to eat right now. He's not going to wait." Ask, "Is he hungry enough to eat right now?" Help students say, "Yes, he's hungry enough to eat right now."

6. Again act as if you were very tired. Say, "I usually go to bed at 10. I'm very tired. I can't wait until 10. I'm tired enough to go to bed right now." Ask, "Am I tired enough to go to bed right now?" Help students answer, "Yes, you're tired enough to go to bed right now."

7. **Present the other subject pronouns and engage in repetition practice.**

### Additional Oral Practice

1. *Substitution Drills:*
   (a) (I'm) too hungry to play now.
   (b) They're too tired to (read).
   (c) (I'm) hungry enough to eat dinner right now.
   (d) She's tired enough to (stay home).
   (e) I'm too (tired) to study.

2. *Question - Answer Drills:*
   (a) Was he sick enough to stay home from school? Yes, he was sick enough to stay in bed.
   (b) Were they too tired to go to the party? Yes, they were. No, they weren't. They took a nap before they went.
   (c) Were you hungry enough to eat a big dinner? Yes, I was. No, I wasn't. I was too tired to eat.
   (d) Was it cold enough to wear a warm coat? Yes, it was very cold.

3. *Transformation Drills:*
   (a) She was smart enough to learn to read. She wasn't smart enough to learn to read. Was she smart enough to learn to read? What was she smart enough to do?
   (b) They are too expensive to buy. They aren't too expensive to buy. Are they too expensive to buy? Aren't they too expensive to buy?
   (c) He has enough money to buy a new car. He doesn't have enough money to buy a new car. Does he have enough money to buy a new car? What does he have enough money to do?

4. *Dialog for Dramatization:*
   --How are you, Mr. Thomas?
   --I just got home from work and I'm tired and hungry.
   --Are you too tired to visit us tonight?
   --I don't know. I'm hungry enough to eat right now. Then I'll rest a while and see how I feel.
   --I hope you'll feel well enough to come over for a little while. All of us want to see you.

### Reading and Writing

Groups I and II
   Copy and say: curls, furls, whirls, twirls, girls, pearls, unfurls.

Group I
   (a) Read and copy the Substitution Drills.
   (b) Read and copy the Transformation Drills.

Group II
   (a) Answer the questions in the Question - Answer Drills.
   (b) Write a narrative paragraph based on the Dialog.
   (c) Frame five questions on the Dialog.

### Summary

1. *Chain Drills:*
   (a) Are you too sleepy to (watch TV)? No, I'm not. Yes, I am.
   (b) Are you well enough to go to (the movies)? Yes, I am. I'd love to go. No, I'm not. I'm too tired.
   (c) Is that (dress) too expensive to buy? Yes, it is. No, it's not too expensive. I think it's cheap.

2. *Expansion Drills:*
   (a) He's hungry enough to eat supper. He's hungry enough to eat supper now. He's hungry enough to eat a big supper now.
   (b) It's too late to go to the movies. It's too late to go downtown to the movies. It's too late to go downtown to the movies now.
   (c) It was cold enough to wear a coat. It was cold enough to wear a warm coat. It was cold enough to wear a warm coat and hat.

3. *Fill in the blanks:*
   (a) I'm too sleepy to__________.
   (b) He was tired enough to__________.
   (c) They were hungry enough to__________.
   (d) Was he too tired to__________?

4. *Suggestions for further practice in reading and writing in class or at home:*
   (a) Give the students a paragraph they haven't seen before.
   (b) Have them read it in chorus.
   (c) Have them rewrite it making as many changes as possible.
   (d) Have them read their new versions aloud.

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## * LESSON 88 *

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*Aim:* To teach "(He looks) as if he's been ill." "(He) acted as if (he) handn't slept." "Did (he) act as if he were sick?" "No, (he) didn't act as if (he) were sick."

*Vocabulary Areas:* People; illness

*Pronunciation Emphasis:* (bz) in final position as in knobs

*Materials Needed:* Previously used pictures of a man in a doctor's office, people just getting up in the morning, people still in bed, a tired-looking (man), a smiling (man)

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) Are you too tired to go to (the movies)? Yes, I am. I'm too tired to go out. No, I'm not.
   (b) Are you too busy to (watch TV, read a book, listen to the radio, etc.)? Yes, I am. No, I'm not.

2. *Question - Answer Drills:*
   (a) Is it too late to listen to TV? Yes, it is. I'm going to bed. No, it's not if you play it softly.
   (b) Do all the men in your club enjoy (basketball)? Yes, they all do. No, some of them prefer (baseball).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mrs._____tell Mr._____that you're too tired to go to the library.
   (b) Miss_____tell Mrs._____that you're sick enough to stay in bed.

### Oral Presentation and Repetition

1. Show a picture of a (man) in a doctor's office or ill in bed. Shake your head and say sadly, "Poor man. He looks bad. He's pale and thin. He looks as if he's been ill."

2. Ask, "Does he look as if he's been ill?" Help students answer, "Yes, he looks as if he's been ill." Ask, "How does he look?" Elicit, "He looks as if he's been ill."

3. Show a picture of a tired or sleepy-looking (man). Shake your head and say, "He looks as if he hasn't slept all night." Ask, "Does he look as if he hasn't slept all night?" Help students say, "Yes, he looks as if he hasn't slept all night." Ask, "How does he look?"

4. Show a picture of (a man) with a broad smile on his face. Smile and say, "This man is happy. He looks as if he's won a lot of money." Ask, "Does he look as if he's won a lot of money?" Help students answer, "Yes, he looks as if he's won a lot of money." Ask, "How does he look?"

5. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Presentation

1. *Substitution Drills:*
   (a) (I) feel as if (I) haven't eaten in a week.
   (b) (Mary) looks as if (she) hasn't a friend left.
   (c) They smiled as if they'd won (a new refrigerator).
   (d) He looks as if he'd been ill a long time.

2. *Question - Answer Drills:*
   (a) Do you feel as if you've eaten enough for a whole week? Yes, I do. I've eaten too much.
   (b) Do the children look as if they've just gotten out of bed? Yes, they look as if they just woke up.
   (c) Did she look as if she'd won a lot of money? Yes, she smiled as if she'd won a lot of money.
   (d) Did they look as if they'd had a good time? Yes, they did. They were smiling and laughing.

3. *Progressive Substitution:*
   Mary looked as if she had won the prize.
   lost
   John he
   smiled
   found
   a hundred dollars.

4. *Dialog for Dramatization:*
   --Do you buy tickets for the state lottery?
   --Yes, I do. I buy one every month.
   --Have you ever won anything?
   --No, I haven't, but my friend won a thousand dollars. You should have seen him. He looked as if he'd won a million!

## Reading and Writing

### Groups I and II

Copy and say: robs, mobs, jobs, knobs, sobs, gobs, bobs.

### Group I

(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

### Group II

(a) Answer the questions in the Question - Answer Drills.
(b) Write out the Progressive Substitution Drills.
(c) Write a narrative paragraph based on the Dialog.

## Summary

1. *Chain Drills:*
   (a) Why does he look as if he's won a lot of money? He's happy because (his brother) is coming from (Spain).
   (b) Why does he look as if he's lost his best friend? His (wife) has been ill.

2. *Directed Practice:*
   (a) Mr._____tell Mr._____that he looks as if he'd found a hundred dollars.
   (b) Miss_____tell Mrs._____that you feel as if you hadn't slept for a week.
   (c) Mrs._____tell Mr._____that Ned acted as if he owned the world.

3. *Reading and Comprehension:* I visited my old friend Tom last week. I haven't seen him in a long time. He looked as if he'd been very sick. He was happy to see me. I'm going to see him again soon.
   (a) Whom did you visit last week?
   (b) How long is it since you have seen him?
   (c) How did he look?
   (d) Was he happy to see you?
   (e) How did he feel about your visit?

4. *Suggestions for further practice in reading and writing in class or at home:*
   (a) Have the students complete a series of related sentences which will constitute a short but coherent composition.
   (b) Have them read it aloud.

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# * LESSON 89 *

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*Aim:* To teach "(I have) a savings account. (I deposit) money in the bank every week. This is (my) bankbook. (I fill) out a deposit slip. When (I want) to withdraw money, (I fill) out a withdrawal slip. (I have) a checking account. (I fill) out a check in (my) check book. (I pay) by check."

*Vocabulary Area:* Banking

*Pronunciation Emphasis:* (ʃt) in final position as in pushed

*Materials Needed:* A picture of a bank; a copy of a bank book, a deposit slip, a withdrawal slip, a blank check, and a check book; if possible, have a sample of each slip and check for each student. (Perhaps the local bank will be kind enough to supply them. If not, they can be duplicated.)

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) Are you too tired to (watch TV)? Yes, I am. No, I'm not.
   (b) Were you sleepy enough to go to bed at (9) o'clock? Yes, I was. No, I wasn't.

2. *Question - Answer Drills:*
   (a) Does he earn enough to support his family? Yes, he does. No, he doesn't, but his wife works too.
   (b) Is his rent very high? Yes, it is. No, it isn't. He lives in a housing project.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mr._____tell Mr._____that you work very hard for your salary.
   (b) Mrs._____ask Miss_____whether she works very hard for her salary.

## Oral Presentation and Repetition

1. Say, "We all work very hard for our salary. We like to buy nice things, but we also like to save a little money for the future." Show a picture of a bank. Say, "Let's pretend that we put money in this bank. We have a savings account in this bank." Ask, "So you have a savings account in this bank?" Help individual students say, "Yes, I have a savings account in this bank."

2. Hold up a bank book and say, "This is your bankbook." Ask individual students, "Is this your bankbook?" Help students reply, "Yes, that's my bankbook."

3. Say, "Each week you deposit money in your account." Ask, "Do you deposit money in your account each week?" Help individual students answer, "Yes, I deposit money in my account each week."

4. Show a deposit slip and say, "You must fill out a deposit slip when you deposit money." Ask, "What must you fill out when you deposit money?" Help individuals say, "I must fill out a deposit slip (when I deposit money)."

5. Say, "Sometimes you need money. Then you must fill out a withdrawal slip to take money out of your account." Ask, "What must you fill out when you take money out of your account?" Help individuals say, "I must fill out a withdrawal slip (when I take money out of my account.)"

6. Hold up a check book. Say, "I have a savings account. I also have a checking account." Hold up a blank check. Say, "It's often easier to pay by check than by cash." Ask, "What is easier?" Help students say, "It's easier to pay by check than by cash."

7. Say, "A check is a record of what we have paid." Ask, "What is a check?" Help students say, "A check is a record of what we have paid."

8. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I have) a savings account.
   (b) He deposits money in the bank (every Friday).
   (c) (I) filled out the deposit slip.
   (d) He withdrew (5) dollars from his account.

2. *Question - Answer Drills:*
   (a) Do you deposit money in the bank every week? Yes, I do. No, I deposit money in the bank every two weeks.
   (b) Did you have to withdraw money from the bank to buy Christmas presents? Yes, I did. No, I didn't. I had enough money.
   (c) Do you pay your rent by check? Yes, I do. No, I don't. I pay by cash.
   (d) Do you need your bankbook to withdraw money? Yes, you need your bankbook to withdraw money.

3. *Transformation Drills:*
   (a) My son has a savings account. My son doesn't have a savings account. Does my son have a savings account? What does my son have?
   (b) She deposits money in the bank every week. She doesn't deposit money in the bank every week. Does she deposit money in the bank every week? Doesn't she deposit money in the bank every week?
   (c) My (husband) has a checking account. My (husband) doesn't have a checking account. Does my (husband) have a checking account? What kind of account does my husband have?

4. *Dialog for Dramatization:*
   --I want to start a savings account, John.
   --Good. We'll go to the bank tomorrow. You'll get your own bankbook.
   --I don't know what to do when I want to deposit money.
   --The teller will show you how to fill out a deposit slip. He'll also show you how to fill out a withdrawal slip if you want to take money out of your account.
   --Good. I'll feel rich with money in the bank.

## Reading and Writing

Groups I and II
Copy and say: fished, brushed, flushed, pushed, hushed.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Transformation Drills.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Dramatize and copy the Dialog.

## Summary

1. *Chain Drills:*
   (a) Do you pay your (rent) bill by check? Yes, I pay by check. No, I don't. I pay by cash.
   (b) Does your (son) deposit money in his savings account (every week)? Yes, (he) does. No, (he) doesn't. He usually deposits money in his account (twice a month).

2. Distribute a sample deposit slip and withdrawal slip to each student. Help students fill out slips properly. Draw a sample of each slip on the chalkboard or on a large sheet of paper. This same procedure may be carried out with a sample check.

3. Discuss importance of checks in payment, legibility of amount and signature, record keeping, budgeting, etc.

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Have a more able student give a short dictation.
   (b) Encourage all members to correct the errors.
   (c) Have the entire class read the corrected dictation.

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## * LESSON 90 *

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*Aim:* To teach "Some of the (men) like baseball. Some of them like soccer. Some prefer football. Others prefer tennis. Some like to swim. I like swimming. (I enjoy) swimming."

*Vocabulary Area:* Sports

*Pronunciation Emphasis:* (mps) in final position as in shrimps

*Material Needed:* Pictures of men playing baseball, football, soccer, etc.

*PROCEDURE*

### Warmup

1. Greetings; date; weather; time; numbers; colors

2. *Chain Drills:*
   (a) How often do you deposit money in the bank? I deposit money in the bank (every week).
   (b) Do you pay your bills by check or by cash? I pay by check. I pay by cash. I have no checking account.

3. *Question - Answer Drills:*
   (a) Does your (son) have a savings account? Yes, (he) does. No, (he) doesn't.
   (b) What does your son do after school? He plays (baseball).

4. Dramatize one or two dialogs previously learned with several pairs of students.

5. *Directed Practice:*
   (a) Mr._____tell Miss_____that you like to watch the baseball game on TV.
   (b) Mrs._____ask Mrs._____if she likes to watch the baseball game on TV.

### Oral Presentation and Repetition

1. Say, "Let's pretend that we belong to a sports club." Show a picture of a baseball game. Say, "Some of the men like baseball." Ask, "What game do some of the men like?" Help students say, "Some of the men like baseball."

2. Shake your head and say, "Some of them don't like baseball." Ask, "What game don't some of them like?" Help students say, "Some of them don't like baseball."

3. Show a picture of a football game. Say, "Some prefer football." Ask, "What game do some prefer?" Help students answer, "Some prefer football."

4. Show a picture of a basketball game. Say, "Other men like basketball better." Ask, "Do other men like basketball better?" Help students answer, "Yes, other men like basketball better."

5. Show a picture of a tennis match. Say, "Some of the women like tennis." Ask, "Do some of the women like tennis?" Help students say, "Yes, some of the women like tennis."

6. Show a picture of a beach scene. Say, "Others like to swim." Ask, "Do others like to swim?" Help students reply, "Yes, others like to swim."

### Additional Oral Practice

1. *Substitution Drills:*
   (a) Some of the (men) watched the football game.
   (b) Others preferred to watch (baseball).
   (c) Some of the (women) went to the movies.
   (d) Others went to the (park).
   (e) I like to (swim).
   (f) (I prefer) baseball.
   (g) (I like) baseball.
   (h) (I don't like) swimming.
   (i) I enjoy (dancing).

2. *Question - Answer Drills:*
   - (a) Do some of the men play soccer in the park? Yes, some do. Others play tennis.
   - (b) Do all women like baseball? Some do. Others don't.
   - (c) Can some of the people in your shop speak (Spanish)? Yes, some of them can. Some of them speak (Italian).
   - (d) Did all the children go to the game? No, some of them stayed at home.

3. *Expansion Drills:*
   - (a) Some of the boys play baseball. Some of the boys play baseball in the park. Some of the boys play baseball in the park every afternoon.
   - (b) Others work. Others work overtime. Others work overtime every afternoon.
   - (c) Some of the women work. Some of the women work during the day. Some of the women work during the day in a factory.

4. *Dialog for Dramatization:*

--Do you want to join the Sports Club, Manuel?
--I'd like to very much. What game do most of the men play?
--Some of the men play football; others play soccer.
--I prefer soccer too. When do you play?
--Some of the men play Saturday morning. Some play Sunday afternoon.

## Reading and Writing

Groups I and II

Copy and say: champs, clamps; limps, shrimps; stamps, skimps.

Group I
- (a) Read and copy the Substitution Drills.
- (b) Read and copy the Expansion Drills.

Group II
- (a) Answer the questions in the Question - Answer Drills.
- (b) Read and copy the Dialog varying the names of the games played and the times played.
- (c) Frame five questions on the Dialog.
- (d) Prepare a narrative paragraph based on the Dialog.

## Summary

1. *Chain Drills:*
   - (a) What sport do some men prefer? Some prefer (basketball). Others prefer (tennis).
   - (b) Do all women like to (swim)? No, some of them like to (play tennis). Others prefer to (sit in the sun).

2. Read the following paragraph. Answer the questions first orally and then in writing:

   All boys like sports. Some of them like baseball. Some prefer football. Other boys like swimming better. All of the boys in our neighborhood like to skate.
   - (a) What do all boys like?
   - (b) What do some of them like?
   - (c) What do some prefer?
   - (d) What sport do some other boys like better?
   - (e) What do all of the boys in our neighborhood like to do?

3. *Suggestions for further practice in reading and writing either in class or at home:*
   - (a) Play "Bingo" using words instead of numbers.
   - (b) Have the winner read his words and spell them before he becomes the caller.

## Additional Activities Devised by the Instructor

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# * LESSON 91 *
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*Aim:* To teach "(I like) this one; but (I don't) like that one." "(I want) another." "(He needs) another sweater." "(He'd) rather have that one."

*Vocabulary Area:* Shopping for clothes

*Pronunciation Emphasis:* (skt) in final position as in asked

*Materials Needed:* Pictures of articles of clothing; for example, suits, coats, sweaters, etc.

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) Do all men like (baseball)? Yes, they do. Some men do. Some don't.
   (b) Do all women like (tennis)? Some women do. Others prefer (golf).

2. *Question - Answer Practice:*
   (a) Some men like to play soccer. What do others like? Some men like to play golf. Others like to swim.
   (b) What do some girls enjoy doing? Some girls enjoy skating. Others like walking.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mr._____tell Mr._____that your son needs a new suit.
   (b) Mrs._____ask Mrs._____what her daughter needs.

## Oral Presentation and Repetition

1. Say, "Let's pretend that we are shopping for clothes for the entire family." Show pictures of several suits. Pointing to one suit say, "John likes this suit but he doesn't like that one." Pointing to another ask, "Which suit does John like?" Help students say, "John likes this suit but he doesn't like that one."

2. Hold up a picture of a dress. Say, "Mary doesn't like this dress. She likes another." Ask, "Does Mary like this dress?" Help students answer, "No, she doesn't like this dress. She likes another."

3. Show a picture of some sweaters. Say, "I have one sweater but I need another." Ask, "Do I have a sweater?" Help students reply, "Yes, you have one but you need another."

4. Show a picture of some (women's) coats. Shake your head and say, "My (wife) doesn't like this one. (She'd) rather have that one." Ask, "Which coat would my (wife) rather have?" Help students say, "(She'd) rather have that one."

5. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I like) this one but (I don't) like that one.
   (b) I have a (sweater) but I need another.
   (c) (I'd) rather have a new coat.
   (d) I want another (pair of shoes).
   (e) He'd rather (buy) it.

2. *Question - Answer Drills:*
   (a) Would you rather have (a coat) or (a sweater)? I'd rather have (a coat). I have (a sweater).
   (b) Do you like this one or that one? I like this one, but I like that one better.
   (c) Do you need another (tie)? Yes, I need another one. No, I have one.
   (d) Which suit would you rather have? I like this one, but I'd rather have that one.

3. *Transformation Drills:*
   (a) He needs another shirt. He doesn't need another shirt. Does he need another shirt? What does he need?
   (b) They'd rather buy a new TV. They wouldn't rather buy a new TV. Would they rather buy a new TV? What would they rather buy?

4. *Dialog for Dramatization:*
   --Let's go shopping this afternoon, Mike.
   --What do you need?
   --Tony's suit is worn out. He needs another.
   --What would he rather have this time, a blue one or a brown one? I know he likes both colors.
   --I think he'd prefer a blue one. Mary needs another pair of shoes too.
   --All right. We'll get her another pair.

## Reading and Writing

Groups I and II
Copy and say: asked, baked, risked, wisked.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Transformation Drills.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Read and copy the Dialog varying the items of clothing and the colors.
(c) Frame 10 questions on the Dialog.
(d) Write a narrative paragraph based on the Dialog.

## Summary

1. *Chain Drills:*
   (a) Which would you rather have, (the blue one) or (the red one)? I'd rather have (the red) one.
   (b) Do you need another (shirt)? Yes, I do need another one. No, I have three of them.

2. *Directed Practice:*
   (a) Mr._____tell Mr._____that you'd rather be a grocer than a butcher.
   (b) Mrs._____ask Mrs._____if she'd rather buy this yellow blouse.
   (c) Mrs._____ask Miss_____if she'd rather have this book or another one.
   (d) Mrs._____tell Mr._____that you don't like this one and you'd rather have another.

3. *Fill in the blanks:*
   (a) I have two books but I'd like__________.
   (b) She likes this one but she doesn't like__________.
   (c) He needs another stamp. Please get him__________.
   (d) I like this one but I'd rather have__________.

4. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Show two pictures at the same time.
   (b) Ask individuals, "What would you rather do? Play tennis or go swimming?"
   (c) Do this several times.
   (d) Repeat this procedure. However, this time have the students write their answers and then read them back.

## Additional Activities Devised by the Instructor

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# * LESSON 92 *
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*Aim:* To teach "(I don't) like it either." "Neither (do I)."

*Vocabulary Areas:* Shopping for clothes

*Pronunciation Emphasis:* (sps) in final position as in wasps

*Materials Needed:* Previously used pictures of a department store, of articles of clothing such as a suit, a coat, etc.

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) Which dress would you rather have, the (blue) one or the (red) one? I'd rather have the (red) one.
   (b) You have (two) books. Do you need another? Yes, I need another one. (No, I don't need another.)

2. *Question - Answer Practice:*
   (a) Does he need another sweater for the winter? Yes, he needs another. No, he doesn't. He has two already.
   (b) Would you rather have a new suit or a new coat? I'd rather have a new coat but I'd like to have both.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
   (a) Mr._____tell Mr._____that you like this suit better than that one.
   (b) Mrs._____ask Mrs._____if she needs another quart of milk.

## Oral Presentation and Repetition

1. Show a picture of a department store and say, "You remember that we went shopping the other day for clothes for the whole family." Show a picture of a suit, shake your head, and say, "I didn't like this suit. My son didn't like it either."

2. Hold up the picture of the suit again, shake your head, and ask, "Did my son like it?" Help students to say, "No, he didn't like it." "Did I like it?" "No, you didn't like it either."

3. Hold up a picture of a dress. Shake your head again. Say, "Mary didn't like this dress. Neither did I." Repeat, "Mary didn't like the dress. Did I?" Help students say, "No, neither did you."

4. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I didn't) like the movies either.
   (b) He didn't want a new (coat) either.
   (c) He doesn't want to go to the clinic and neither (do I).
   (d) (Mary) wasn't born in the United States either.
   (e) He didn't like the movie and neither (did I).
   (f) He won't go and neither will I.

2. *Question - Answer Drills:*
   (a) I don't like that movie, do you? No, I don't like it either. Neither do I.
   (b) Mary doesn't want to visit them, do you? No, I don't either. Neither do I.
   (c) They don't enjoy traveling by bus, do you? No, I don't either. Neither do I.

3. *Directed Practice:*
   (a) Mr._____tell Miss_____that you didn't enjoy the movie either.
   (b) Mrs._____tell Mrs._____that you don't know how to speak (Spanish) either.

4. *Transformation Drill:* Give many sentences with "and I (don't) either." Help the students change them to "and neither (do I)."

5. *Dialog for Dramatization:*
   --Joe, I didn't enjoy that TV program, did you?
   --No, I didn't either. I don't usually watch westerns.
   --Neither do I. I prefer a good mystery.
   --So do I.

## Reading and Writing

Groups I and II
   Copy and say: grasps, clasps, gasps, wasps.

Group I
   (a) Read and copy the Substitution Drills.
   (b) Read and copy the Dialog.

Group II
   (a) Answer the questions in the Question - Answer Drills.
   (b) Copy the Dialog varying the type of TV show mentioned.
   (c) Prepare 10 examples of sentences for transformation; for example, "I don't like to go shopping and she doesn't either."

## Summary

1. *Chain Drills:*
   (a) I don't like (apples), do you? No, I don't like them either. Neither do I.
   (b) I can't play (baseball), can you? No, I can't either. Neither can I.

2. *Reading and Comprehension:* John and his wife went to a sale at the department store. He liked the sweaters on sale but he didn't like the shirts. His wife didn't like them either. He bought some ties and socks. His wife didn't buy any shoes. Neither did he.
   (a) Where did John and his wife go?
   (b) Did he like the shirts?
   (c) Did his wife like them?
   (d) What did he buy?
   (e) Did his wife buy any shoes?
   (f) Did John?

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Have each student compose an original sentence.
   (b) Correct it with each individual.
   (c) Tape his reading of the sentence.
   (d) When all the students have recorded their sentences, play them back. Have the entire class write the sentences.
   (e) Play the tape once more. Have the students read the sentences from their notebooks.
   (f) Have each student write his sentence on the chalkboard so that the others may make the necessary corrections.

## Additional Activities Devised by the Instructor

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# * LESSON 93 *
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*Aim:* To teach "The Social Security tax is taken out of wages. This is called a withholding tax. I pay half of the tax. It is withheld from my wages. My employer pays the other half. For information, go in person or write to the Social Security Office in your district."

*Vocabulary Areas:* The Social Security tax

*Pronunciation Emphasis:* (sk) in initial position as in school

*Materials Needed:* Social Security card; W-2 forms

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) Do you want this (book)? Yes, I do. No, I don't want that one. I want another one.
   (b) Would you rather have a (blue hat) or a (red) one? I'd rather have (a red) one.

2. *Question - Answer Practice:*
   (a) Do all people get paid every week? Some do. Others get paid every month.
   (b) Would you rather be a tailor or a jeweler? I'd rather be a tailor.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drills:*
   (a) She needs another job. She doesn't need another job. Does she need another job? Doesn't she need another job? What does she need?
   (b) He gets a good salary. He doesn't get a good salary. Does he get a good salary? Doesn't he get a good salary? What does he get?

## Oral Presentation and Repetition

1. Say, "Let's talk about one of the taxes that every person who works must pay. It's called the Social Security tax. The worker pays half of the tax and the employer pays the other half. Then the money is sent to the Social Security Office." (Discuss the values of the Social Security tax.)

2. Now say, "I'm sure most of us pay a Social Security tax. Listen. The tax is taken out of our wages." Ask, "Is the tax taken out of our wages?" Help students say, "Yes, the tax is taken out of our wages."

3. Say, "The employer withholds the amount of the tax." Ask, "What does the employer do?" Help students reply, "The employer withholds the amount of the tax."

4. Say, "This is called a withholding tax." Ask, "What is this tax called?" Help students reply, "It is called a withholding tax."

5. Say, "The employer must pay the same amount for the worker that the worker pays." Ask, "What must the employer pay?" Help students say, "The employer must pay the same amount as the worker."

6. Say, "If you have any questions, you can go in person or write to the Social Security Office in your district." Ask, "If you have any questions, where can you go?" Help students say, "We can go in person or write to the Social Security Office."

7. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I pay) a withholding tax.
   (b) (My) employer pays part of the Social Security tax.
   (c) The Social Security tax is taken out of (my) salary.
   (d) The amount of the tax is (withheld) from the worker's wages.

2. *Question - Answer Drills:*
   (a) Who pays your Social Security tax? I pay half and my employer pays half.
   (b) How do you pay the tax? It is withheld from my wages.
   (c) Does everyone pay a Social Security tax? Everyone who works pays a Social Security tax.
   (d) What kind of a tax is the Social Security tax? It is a withholding tax.
   (e) Where can I get information about my Social Security? You can write or go in person to the Social Security Office in your district.

3. *Transformation Drills:*
   (a) He pays a Social Security tax. He doesn't pay a Social Security tax. Does he pay a Social Security tax/ What does he pay?
   (b) All taxes are withheld. All taxes aren't withheld. Are all taxes withheld? Aren't all taxes withheld?

4. *Dialog for Dramatization:*
   --I just started a new job on Monday.
   --How much did your boss deduct for Social Security?
   --I don't know. I haven't been paid yet.
   --He'll withhold (4.2%) of your wages.
   --I don't care. Some day I'll get it all back.

## Reading and Writing

Groups I and II
Copy and say: school, skein, sky, ski, sky blue, schoolroom, schoolboy.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write a narrative paragraph based on the Dialog.
(c) Take this dictation: I have a new job. I started Monday. I have not been paid yet. My employer will deduct (4.2%) of my wages. I don't care because someday I will get it all back.

## Summary

1. *Chain Drill:*
   (a) Does (John) pay a Social Security tax? Yes, it is taken out of his salary.

2. *Directed Practice:*
   (a) Mr._____tell Mr._____that the Social Security tax is withheld from his salary.
   (b) Mrs._____ask Mrs._____if the Social Security tax is taken out of her husband's wages.
   (c) Miss_____ask Mr._____where to go for information about the Social Security tax.
   (d) Mrs._____tell Mr._____that he can find out about the Social Security tax from the Social Security Office in his district.

3. If students are sufficiently advanced in mathematics, the teacher might show on the chalkboard how (4.2%) of wages can be gotten. It is suggested that a wage of $100 be used as an example.

4. It would be interesting and beneficial if someone from the local Social Security Office were invited to the class to speak to the students about the tax and answer any questions.

5. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Bring in some printed information on Social Security.
   (b) Have the students read this silently.
   (c) Have them write a short summary.
   (d) Have them read their summaries.

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# * LESSON 94 *
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*Aim:* To teach "How tall (are you)?" "(I'm) 5 (feet) (2) inches tall." "(He) grew an inch last year." "(He has) grown) 2 inches." "How much has (he) grown?" "How much material do you need?" "How many miles is it to (Albany)?"

*Vocabulary Areas:* Measurement

*Pronunciation Emphasis:* (sl) in initial position as in sleep

*Materials Needed:* A foot ruler; a yardstick; feet and inches marked off in chalk on the wall; cards with numbers; pictures of cloth; clear road maps

*PROCEDURE*

## Warmup

1. *Chain Drills:*
   (a) Does (John) pay a Social Security tax? Yes, he does. No, he doesn't. He isn't working right now.
   (b) Is (Mary) tall or short? Mary's tall.

2. *Question - Answer Practice:*
   (a) How old is (your son)? (He's) (10) years old.
   (b) What kind of tax is the Social Security tax? It's a withholding tax.

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drills:*
   (a) Everyone pays a tax. Everyone doesn't pay a tax. Does everyone pay a tax? Doesn't everyone pay a tax?
   (b) The tax is withheld. The tax isn't withheld. Is the tax withheld? Isn't the tax withheld?

## Oral Presentation and Repetition

1. Raising your hand in a gesture to indicate height say, "We measure how tall a person is in feet and inches." Show a foot ruler. Say, "This ruler is 1 foot long. There are 12 inches in 1 foot." Show a yardstick. Say, "This ruler is 3 feet long," indicating 1 foot, 2 feet, 3 feet on the ruler.

2. Say, "Look this man is 5 feet 6 inches tall."

3. Write on the chalkboard: *five feet six inches, 5 ft. 6 in., 5'6"*. Say, "Look at the different ways we can write this. Notice *5'*. We make one stroke for feet. Look at *6"*. We make two strokes for inches."

4. Say, "Last year my son grew 1 inch." Ask, "How much did my son grow last year?" Help students say, "He grew 1 inch last year."

5. Now say, "He has grown 2 inches this year." Ask, "How much has he grown this year?" Help students answer, "He's grown 2 inches this year."

6. Present the other subject pronouns, names, and measurements and engage in repetition practice.

7. Help students convert centimeters and meters to inches and feet.

8. Help them convert kilometers to miles.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I'm) 5 feet 4 inches tall.
   (b) John is (4 feet 6 inches) tall.
   (c) (Mary) grew an inch and a half last year.
   (d) He has grown (1) inch taller this year.
   (e) How much material do (I) need for this coat?
   (f) How many yards (do I) need?

(g) May I have (1 yard) of this material?
(h) How many miles is it to (Buffalo)?

2. *Question - Answer Drills:*
   (a) How do we measure how tall a person is? We measure in feet and inches.
   (b) About how much does a child grow each year? A child grows about an inch or two each year.
   (c) Has (your son) grown taller this year? Yes, (he's) grown taller this year.
   (d) Did (your son) grow taller last year? Yes, he grew much taller last year.

3. *Transformation Drills:*
   (a) He grew 2 inches taller last year. He didn't grow 2 inches taller last year. Did he grow 2 inches taller last year?
   (b) She's grown taller this year. She hasn't grown taller this year.
   (c) He's 6 feet tall. He isn't 6 feet tall. Is he 6 feet tall?
   (d) I need 2 yards for this. I don't need 2 yards. How many yards do I need?

4. *Dialog for Dramatization:*
   --How tall your children have grown, Mrs. Ferrari.
   --Yes, John is 5 feet 8 inches tall and he's only 14 years old.
   --My, he must have grown 3 inches this past year.
   --Yes, he did. Even little Patsy grew 2 inches.
   --Well, you and Mr. Ferrari are tall.

## Reading and Writing

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write out the Transformation Drills.

## Summary

1. *Chain Drills:*
   (a) How tall is (John)? He's (4 feet 8 inches).
   (b) How much has (Tom) grown this year? He's grown (1) inch taller.
   (c) How much material do you need? (One yard).

2. Read the following paragraph and answer the questions first orally and then in writing: Robert is 14 years old. He's 5 feet 5 inches tall. He has grown 3 inches in the first year. In the next few years he will grow even taller. He's going to be a tall man like his father.
   (a) How old is Robert?
   (b) How tall is he?
   (c) How much has he grown in the last year?
   (d) Will he grow taller in the next few years?
   (e) Is he going to be a tall man like his father?

3. You can measure each student against the markings you have put on the wall. Tell each student his height in feet and inches.

4. Show distances on a road map. "It's____miles from____to____."

5. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Show a picture.
   (b) Have the students write an original paragraph on what it means to them.
   (c) Have them read their paragraphs.

## Additional Activities Devised by the Instructor

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# * LESSON 95 *
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*Aim:* To teach "If (I go) (I'll) see him." "Will (I) see him if (I go)?" "If (I don't) go, (I) won't see him." "If (you don't) go, will (you) see him (tomorrow)?"

*Vocabulary Areas:* The circus; a county fair

*Pronunciation Emphasis:* (sp) in initial position as in spill

*Materials Needed:* Pictures of the circus, clowns, animals, freaks, etc.

*PROCEDURE*

## Warmup

1. Greetings; date; weather; time; numbers; colors

2. *Chain Drills:*
   (a) How tall are you? I'm (5) feet (3) inches tall.
   (b) How many inches has (Tom) grown this year? (He's) grown (2) inches.
   (c) How many miles is it to (Albany)? It's (30) miles.

3. *Question - Answer Practice:*
   (a) Have you gone to the (zoo) this year? Yes, I have. No, I haven't.
   (b) Will you go to the movies Saturday night? Yes, I will. No, I won't.
   (c) How many yards of material did you buy? I bought (3) yards.

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drill:* The baby has grown 2 inches in the past year. The baby hasn't grown 2 inches in the past year. Has the baby grown 2 inches in the past year? How much has the baby grown?

## Oral Presentation and Repetition

1. Show a picture of a circus. Say, "Let's pretend that the circus is coming to our town. We're going to the circus with the whole family." Now show a picture of a clown or a group of clowns. Smile and say, "If we go to the circus, we'll see the clowns."

2. Still holding the picture ask, "If we go to the circus, will we see the clowns?" Help students say, "Yes, if we go to the circus, we'll see the clowns."

3. Make a face and say, "If the children eat too much candy, they'll get sick." Ask, "Will the children get sick if they eat too much candy?" Help students answer, "Yes, they'll get sick if they eat too much candy."

4. Show a picture of circus animals. Shake your head and say, "If we don't go to the circus, will the children see the elephants?" Help students say, "No, if you don't go to the circus, the children won't see the elephants."

5. Present the other subject pronouns in both the main and the subordinate clauses and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) If (I go) to the circus, (I'll) have fun.
   (b) If they eat too much (chocolate), they'll get sick.
   (c) If there are (elephants), the children will feed them.
   (d) If we don't go, (John) will be unhappy.
   (e) If (Mary) doesn't go, (she) won't see the clowns.

2. *Question - Answer Drills:*
   (a) Will you take your family to the circus if it comes to town? If it comes to town, I will. No, I won't.
   (b) If they sell (popcorn), will you buy some? Yes, I will. No, I won't.
   (c) Will you go if it rains? No, I won't. Yes, of course.

3. *Progressive Substitution:* (Cue the first subject pronouns.)
If I go to the circus, I'll take my children.
we we'll our
they they'll their
you you'll your
she she'll her

4. *Dialog for Dramatization:*
--Mother, the circus has come to town. May I go?
--Yes, we'll go together.
--Good. When will we go?
--If Father isn't working, we'll go on Saturday.
--Let's ask him when he comes home.

## Reading and Writing

Groups I and II
Copy and say: spill, spoil; speak, spoke, spike; spend, spent.

Group I
(a) Read and copy the Substitution Drills.
(b) Copy the Dialog.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Copy and complete the Substitution Drills.

## Summary

1. *Chain Drills:*
(a) If you can, will you go to the (park)? Yes, I will if I can.
(b) If your (son) is sick, will you go to the party? If (he's) sick, I won't go.

2. *Directed Practice:*
(a) Mr._____tell Mr._____that you won't go to the park if it rains.
(b) Mrs._____tell Mrs._____that you won't go shopping if you don't feel well.

3. *Transformation Drills:*
(a) Mr. White will buy the house if it's a big one.
(b) Mr. White won't buy the house if it's a big one.
(c) Will Mr. White buy the house if it's a big one?
(d) Won't Mr. White buy it if it's big?

4. *Suggestions for further practice in reading and writing either in class or at home:*
(a) Write five or six clauses on the chalkboard. Follow the sequence of tenses.
(b) Have the students copy these and then compose the rest of the sentence.
(c) Have them read their completed sentences.
(d) Do the same with the independent clause. Have them write the *if* clause.

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## * LESSON 96 *

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*Aim:* To teach "If I were hungry, I'd eat." "If I had the money, I'd buy a car." "If (I) went to the park, (I'd) see my friend." "If (I) went to the playground, would (I) see John?" "If (I) didn't go the park, (I) wouldn't meet the other boys." "If (I) didn't go to the playground, would (I) see (my) friends?" "Yes, I would." "No, I wouldn't."

*Vocabulary Areas:* Playing games

*Pronunciation Emphasis:* (skr) in initial position as in scream

*Materials Needed:* Calendar; previously used pictures of a park or a playground, of children playing baseball, football, etc., of weather

## *PROCEDURE*

### Warmup

1. *Chain Drills:*
    (a) If you go to the circus, what will you see? If I go, I'll see (the clowns).
    (b) If you don't go to (the movies), where will you go? If I don't go to (the movies), I'll go to (the library).

2. *Question - Answer Practice:*
    (a) If you go to the park, what game will you play? We'll play (tennis).
    (b) If the children get sick, what will you do? If they get sick, I'll (call the doctor, take them to the clinic, etc.).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
    (a) Mr._____tell Mr._____that you will go to the zoo if you don't have to work.
    (b) Miss_____ask Mrs._____if she'll help you if you need her.

### Oral Presentation and Repetition

1. Point to Saturday on the calendar and say, "Let's pretend that today is Saturday and the children are at home, but they don't like to stay home. John wants to go out." Show a picture of the park or of a playground and say, "If (John) went to the park, he'd meet his friends."

2. Ask, "If John went to the park, would he meet his friends?" Help students answer, "Yes, if he went to the park, he'd meet his friends."

3. Show a picture of a rainy day. Shake your head and say, "It's starting to rain, and John didn't go to the playground." Still shaking your head ask, "If John didn't go to the playground, would he meet his friends?" Help students say, "No, if he didn't go, he wouldn't meet his friends."

4. Then show a picture of boys playing baseball. Say, "If John didn't play baseball every day, he wouldn't be happy." Ask, "If John didn't play baseball every day, would he be happy?" Help students answer, "No, if John didn't play baseball every day, he wouldn't be happy."

5. Present the other subject pronouns in both the main and the subordinate clauses and engage in repetition practice.

6. Give extensive practice in both the short and the long responses; for example, "Yes, I would. Yes, I would (see my friends)."

### Additional Oral Practice

1. *Substitution Drills:*
    (a) If (I) saw him, (I'd) go too.
    (b) If Mary went, (I'd) go too.
    (c) If they spoke (Spanish), he'd understand them.
    (d) If she didn't have the money, she wouldn't buy (a coat).
    (e) If I had the money, I'd buy the (coat).
    (f) If (I were) tired, (I'd) rest.

2. *Question - Answer Drills:*
    (a) If you went to the store, what would you buy? If I went, I'd buy (sugar and coffee).
    (b) If he went to (Spain), whom would he visit? If he went, he'd visit (his father).
    (c) If he moved to (Albany), where would he live? If he moved, he'd (live with us, look for an apartment, etc.).
    (d) If we went by (bus), would we save time? Yes, we'd save time if we went by (bus). No, we wouldn't save any time if we went by (bus).

3. *Directed Practice Drills:*
    (a) Mr._____tell Mr._____that he would save money if he had a savings account.
    (b) Mrs._____tell Miss_____that she would enjoy herself if she went to see that movie.

4. *Dialog for Dramatization:*
--If we had a party, would you sing for us in Spanish, Carlos?
--Yes, Jimmy, I would. Would your daughter play the piano if I sang?
--Of course she would. If she knew the words of the songs, she'd sing with you.
--Good. I'll teach her the words later.

### Reading and Writing

Groups I and II
Copy and say: scream, scrap, scrub, screen, scruff.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Write out the Directed Practice Drills.
(b) Dramatize the Dialog with your friends.
(c) Write a narrative paragraph based on the Dialog.

### Summary

1. *Chain Drills:*
(a) If you had a month's vacation, where would you go? I'd go to (Spain).
(b) If you went to (Spain), who (whom) would you see? I'd see (my father).

2. *Progressive Substitution Drills:*
If the boys went to the playground, they'd play ball.
girls
park soccer.
children
skate.

3. Let's have fun. If you won a hundred dollars what would you do?
(a) If I won a hundred dollars, I'd buy my wife (a vacuum cleaner).
(b) If I won a hundred dollars, I'd buy my husband (a typewriter).
(c) If I won a hundred dollars, I'd buy my son ( a new bicycle).

4. *Suggestions for further practice in reading and writing either in class or at home:*
(a) Follow the same suggestions as in the preceding lesson.
(b) Change the sequence of tenses.

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## * LESSON 97 *
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*Aim:* To teach "If (I) had gone, (I'd) have seen you." "If (I) had gone, would (I) have seen you?" "If (I) hadn't gone, (I) wouldn't have seen you." "If (I) hadn't gone, would (I) have seen you?"

*Vocabulary Areas:* Social Clubs

*Pronunciation Emphasis:* (str) in initial position as in str̲eet

*Materials Needed:* A calendar; pictures of a group of people gathered together, a rainy day scene, individuals, people shaking hands

*PROCEDURE*

### Warmup

1. *Chain Drills:*
(a) If you went to the store, what would you buy? I'd buy (butter and eggs).
(b) If you went to (Albany), would you go by bus? Yes, I would. No, I wouldn't. I'd go by train.

2. *Question - Answer Practice:*
    (a) If you were ill, what would you do? I'd (go to bed, call the doctor, go to the clinic, etc.).
    (b) If the children were hungry, what would you give them? I'd give them (bread and butter, a glass of milk, a piece of fruit, etc.).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Directed Practice:*
    (a) Mr._____tell Mrs._____that you'd wear a coat if it were cold.
    (b) Miss_____tell Mrs._____that you'd shop for her if it rained.

## Oral Presentation and Repetition

1. Show a picture of a group of men and women gathered together. Say, "Let's pretend that we all belong to a social club. At the club we plan things to do and places to go. All of us meet once a month on Saturday." Point to the previous Saturday on the calendar. Show a picture of a rainy day and say, "Last Saturday it rained. John didn't come to the meeting. If he had come, he'd have met a new member." (Show a picture of an individual.)

2. Ask, "If John had come, would he have met a new member?" Help students say, "Yes, if John had come, he'd have met a new member."

3. Again show the picture of a rainy day and say, "If it hadn't rained, John would have come." Ask, "If it hadn't rained, would John have come?" Help students say, "Yes, if it hadn't rained, John would have come."

4. Again show a picture of a group of people. Say, "When we met, we planned a big party." Shake your head and say, "If we hadn't met, we wouldn't have planned the party." Ask, "If we hadn't met, would we have planned the party?" Help students answer, "No, if you hadn't met, you wouldn't have planned the party."

5. Present the other subject pronouns and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
    (a) If (I) had gone, (I'd) have seen her.
    (b) If (Mary) hadn't come, I'd have called her.
    (c) If she hadn't gone to (the library), she wouldn't have met him.
    (d) If they hadn't seen (them), they wouldn't have gone there.

2. *Question - Answer Drills:*
    (a) If you had seen my friend, would you have told me? Yes, of course. If I'd seen your friend, I'd have told you.
    (b) If you had bought that car, would you have been happy? Yes. If I'd bought it, I'd have been happy.
    (c) If you hadn't come to (Rochester), would you have met you wife? No, I wouldn't have met her if I hadn't come to (Rochester).

3. *Progressive Substitution Drills:*
    If she had come home at 1 o'clock, I'd have gone to the movies.
    he
    they'd
    park.
    2 o'clock
    hadn't

4. *Dialog for Dramatization:*
    --You were at the club meeting last Saturday, weren't you?
    --Yes, and it was a very interesting meeting.
    --Yes, it was. If I hadn't been there, I wouldn't have met our new member, Mr. Frank.
    --If I hadn't heard the speaker, I wouldn't have learned all about our city museum.

### Reading and Writing

Groups I and II
Copy and say: stream, street, strip, strap, strut.

Group I
(a) Read and copy the Substitution Drills.
(b) Copy the Dialog.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Complete the Progressive Substitution Drills.

### Summary

1. *Chain Drills:*
   (a) If it had rained last Sunday, what would you have done? I'd have (gone to the movies, watched TV, etc.).
   (b) If you hadn't joined the club, would you have met (John)? No, I wouldn't have met (him).

2. *Complete the Following:*
   (a) If I had tried on the coat, I'd have__________.
   (b) If I had stayed there, I'd have__________.
   (c) If I had waited for him, I'd have__________.
   (d) If he had played, he'd have__________.
   (e) If she hadn't left, she'd have__________.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Follow the same suggestions as in the two preceding lessons.
   (b) Continue to change the sequence of tenses.

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## * LESSON 98 *
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*Aim:* To teach "If (I'd) gone earlier, (I'd) have seen the doctor." "If (I'd) gone late, (I) wouldn't have seen the doctor." "If (you'd) walked faster, would (you) have been on time?" "If (you) hadn't walked faster, (you) wouldn't have been on time."

*Vocabulary Area:* An appointment with the doctor

*Pronunciation Emphasis:* (pr) in initial position as in print

*Materials Needed:* Clock with movable hands; picture of a doctor or a doctor's office

*PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) If you had gone to the park, what game would you have played? We'd have played (tennis).
   (b) If you hadn't gone to the movies, what would you have done? I'd have (read a book).

2. *Question - Answer Practice:*
   (a) If you get a vacation, where will you go? I'll go to (New York City).
   (b) If you went to the circus, what would you see? I'd see the (clowns).

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drills:* (affirmative to negative)
   (a) If I go, I'll see him.
   (b) If I went, I'd see him.
   (c) If I had gone, I'd have seen him.

## Oral Presentation and Repetition

1. Say, "It is important to be always on time." Show a picture of a doctor or of a doctor's office. Say, "The doctor is here from 10 o'clock to 12 o'clock." Point to the clock. Say, "Look. It's now half past twelve. I've just arrived here. The doctor has already left. If I'd come earlier, I'd have seen the doctor."

2. Ask, "If I'd come earlier, would I have seen the doctor?" Help students answer, "Yes, if you'd come earlier. you'd have seen the doctor."

3. Now say, "You meet your friend Joseph in the doctor's office. He's been waiting for you. He's already seen the doctor. He says to you, 'If I'd have come later, I wouldn't have seen the doctor either.'"

4. Ask, "If your friend Joseph had come later, would he have seen the doctor?" Help students say, "No, if he'd come later, he wouldn't have seen the doctor either."

5. Now say, "Explain to your friend that if the children had gone back to school earlier, I'd have been on time." Ask, "If the children had gone back to school earlier, would I have been on time?" Help students answer, "Yes, if the children had gone back to school earlier, you'd have been on time."

6. Present the other subject pronouns in both the main and subordinate clauses and engage in repetition practice.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) If (I'd) walked faster, (I'd) have met him.
   (b) If they had saved more money, they'd have gone to (Spain).
   (c) If the (chair) had been more comfortable, I'd have bought it.
   (d) If the (coat) had been warmer, he wouldn't have bought a new one.
   (e) If (I) had worked more quickly, I'd have finished the job.

2. *Question - Answer Drills:*
   (a) If the (table) had been cheaper, would you have bought it? Yes, if it had been cheaper, I'd have bought it.
   (b) If the weather had been warmer, would they have gone to the beach? Yes, if it had been warmer, they would have gone.
   (c) If the book had been more interesting, would you have read it? Yes, I'd have read it if it had been more interesting.
   (d) If they had saved more money, would they have bought a house? Yes, if they had saved more money, they'd have bought a house.

3. *Directed Practice Drills:*
   (a) Mr._____tell Mr._____that you would have seen him if you had come earlier.
   (b) Miss_____tell Mrs._____that you would have met her in the store if she had gone later.
   (c) Mr._____tell Mr._____that he should prepare his work more carefully.

4. *Dialog for Dramatization:*
   --John, I had an appointment at the clinic at 10 o'clock today, but I didn't see you there.
   --My appointment was for 12. If I'd been there earlier, you'd have seen me.
   --I always like to make an early appointment.
   --So do I. But I'd have missed my job if I'd come in the morning.

## Reading and Writing

Groups I and II
Copy and say: preen, print, prance, prove, proof, prune, prunes.

Group I
(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II
(a) Answer the questions in the Question - Answer Drills.
(b) Write out the Directed Practice Drills.
(c) Write a narrative paragraph based on the Dialog.

## Summary

1. *Chain Drills:*
   (a) What would you have bought if you'd have saved more money? I'd have bought (a new car).
   (b) Where would you have gone if you'd have had a longer vacation? I'd have gone to (France).
   (c) What would have happened if you had gotten there earlier. (Free response)

2. *Reading and Comprehension:*
   Mr. Stone had an appointment at the clinic at 11 o'clock. If he had gone earlier, he would have seen Dr. Simon. At 11 o'clock he saw Dr. Smith. He doesn't like Dr. Smith. Next time he'll make the appointment for 10 o'clock.
   (a) What time was Mr. Stone's appointment?
   (b) Which doctor would he have seen if he had gone earlier?
   (c) Whom did he see at 11 o'clock?
   (d) What would Mr. Stone do next time?

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Follow the same suggestions as in the three preceding lessons.
   (b) Use all the sequence of tenses with the *if* clause.

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## * LESSON 99 *

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*Aim:* To teach more two-word verbs such as break off, break into, pack up, pick on

*Vocabulary Areas:* Engagements; friendships

*Pronunciation Emphasis:* Emphatic speech as in "I didn't break off the engagement; she did."

*Materials Needed:* Pictures of individuals, of a ring, of people working together, of a burglar breaking into a house

### *PROCEDURE*

### Warmup

1. *Chain Drills:*
   (a) Would he have gotten the job if he had gone there earlier?
   (b) Would his life have been saved, if the doctor had gotten there earlier.

2. *Question - Answer Practice:*
   (a) Who works more quickly, you or your brother?
   (b) Why don't you do that more slowly?

3. Dramatize one or two previously learned dialogs with several pairs of students.

4. *Transformation Drill:* I didn't get there early so I didn't see the doctor. If I had gotten there earlier, I'd have seen the doctor.

### Oral Presentation and Repetition

1. Show a picture of a happy couple. The girl is wearing an engagement ring. Say, "Mary's happy. She's engaged to marry Peter."

2. Say, "But she's not happy anymore. She has returned the ring to Peter. Mary and Peter have broken off their engagement." Ask, "What have they done?" Elicit, "They have broken off their engagement."

3. Develop *break into* with a burglary situation.

4. Develop *pick up* with two couples making an appointment to go somewhere together. "I'll pick you up at your house at seven."

5. Develop *pick on* with an employer finding fault with an employee.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (Mary and Frank) broke off their engagement.
   (b) (The Smiths and the Jones) broke off their friendship.
   (c) The thief broke into the (jewelry) store.

2. *Question - Answer Drills:*
   (a) Did Frank break off his engagement to Carmen? No, Carmen did. Yes, he broke it off.
   (b) Did the Cohens and the Browns break off their friendship? Yes they did. No, they're still friends.
   (c) Did the thief get money from the bank? Yes, he did. No, he tried, but he couldn't break into the safe.
   (d) When do you want me to pick you up? I'll be ready at (six). Pick me up then.

3. *Transformation Drill:* She picked on her husband all night. She didn't pick on her husband all night. Did she pick on her husband all night? Why did she pick on her husband all night? Why didn't she pick on her husband all night?

4. *Dialog for Dramatization:*
   --Did Mary break off her engagement?
   --I don't know. I heard that Tom did.
   --I'm surprised I saw them together last week.
   --Did they seem happy?
   --Yes, they did. They seemed to get along very well.

## Reading and Writing

Group I
   (a) Read and copy the Substitution Drills.
   (b) Read and copy the Dialog.

Group II
   (a) Answer the questions in the Question - Answer Drills.
   (b) Write a narrative paragraph based on the Dialog.

## Summary

1. *Chain Drills:*
   (a) Who broke off the engagement, Frank or Jane? (Jane) broke it off.
   (b) When did Charles pick you up? He picked me up at (3) o'clock.

2. *Question - Answer Practice:*
   (a) Why did you and your friend break off your friendship? We had an argument. I moved away.
   (b) Does your husband pick on the children? Only when they don't behave. No, he's too easy with them.

3. *Suggestions for further practice in reading and writing either in class or at home:*
   (a) Make up a list of five or six simple idioms.
   (b) Write these on the chalkboard.
   (c) Have the students write as many original sentences as possible.
   (d) Have them read their sentences aloud.

## Additional Activities Devised by the Instructor

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# * LESSON 100 *

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*Aim:* To teach "Where did you go last night?" "Nowhere." "We never go anywhere on work days." "I'd like to go somewhere this Saturday." "They're good friends." "They go everywhere together."

*Vocabulary Areas:* People; places

*Pronunciation Emphasis:* Sentence rhythm

*Materials Needed:* A calendar; pictures of people and of recreational areas in the community

*PROCEDURE*

## Warmup

1. Greetings; date; weather; time; numbers; colors

2. *Chain Drills:*
   (a) Do your children pick on each other? Yes, they always do. No, they get along well.
   (b) Did someone break into Mr._____store? Yes, two men. No, I haven't heard about it.

3. *Question - Answer Practice:* (Meaningful responses)
   (a) Is your wife going to pick you up after school?
   (b) Have you ever had to break off a friendship? Why?

4. Dramatize one or two previously learned dialogs with several pairs of students.

5. *Transformation Drills:* They've broken off their engagement. The haven't broken off their engagement. Have they broken off their engagement? Why have they broken off their engagement? Why haven't they broken off their engagement?

## Oral Presentation and Repetition

1. "Two people are talking. One asks, 'Where did you go last night?' The other answers, 'We stayed home. We didn't go out.' But listen, he could also answer, 'Nowhere.'"

2. "Listen to the question and answer again, 'Where did you go last night?' 'Nowhere.'"

3. Develop, "We never go anywhere on workdays," by saying "We stay home in the evening on Monday," etc. (Use the calendar.)

4. Develop, "I'd like to see a movie, or visit friends, or go to the club this Saturday. I'd like to go somewhere."

5. Develop *everywhere* in the same way mentioning various places to which friends always go.

## Additional Oral Practice

1. *Substitution Drills:*
   (a) (I) never (go) anywhere on weekdays.
   (b) We always go somewhere on (Sunday).
   (c) They go everywhere (by bus).
   (d) (I'm) going somewhere this summer if it's the last thing I do.

2. *Transformation Drills:* They don't go anywhere. Do they go anywhere? Do they go somewhere every summer? Why don't they ever go anywhere? Where (are you) going? Nowhere.

3. *Dialog for Dramatization:*
   --Are you going somewhere this summer?
   --I hope to. I'm anxious to go anywhere away from the city.
   --Where have you traveled in the United States?
   --Nowhere. This will be my first trip. I'd love to go everywhere in this country someday.

### Reading and Writing

Group I

(a) Read and copy the Substitution Drills.
(b) Read and copy the Dialog.

Group II

(a) Copy the Transformation Drills.
(b) Write a narrative paragraph based on the Dialog.
(c) Frame five questions on the Dialog.

### Summary

1. *Questions - Answer Practice:* (Meaningful responses)
    (a) Do you go anywhere on work days?
    (b) Do you travel during your vacation?
    (c) Do you take your (husband, wife) everywhere?
    (d) Have you been anywhere (else) in the United States?

2. *Suggestions for further practice in reading and writing either in class or at home:*
    (a) Return to each student a paragraph that he had written earlier in the term.
    (b) Have him rewrite it, varying, expanding, and improving it.
    (c) Have him read both versions.

### Additional Activities Devised by the Instructor

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